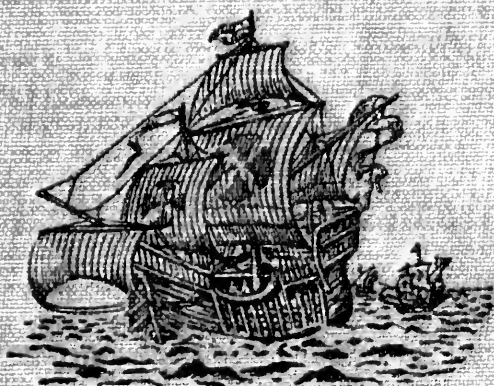


NEW CENTURY SERIES

HAZEN'S  
ELEMENTARY HISTORY  
*of the*  
UNITED STATES



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HAZEN'S  
ELEMENTARY HISTORY  
OF THE  
UNITED STATES

A STORY AND A LESSON

BY  
M. W. HAZEN, A.M.

AUTHOR OF "A SERIES OF READERS," "A SERIES OF SPELLERS," "A LANGUAGE  
SERIES," "THE FIRST YEAR BOOK," ETC.

---

THE ILLUSTRATIONS ARE ALL ORIGINAL AND WERE DRAWN EXPRESSLY  
FOR THIS BOOK, BY AND UNDER THE SUPERVISION OF PROFESSOR  
FRANK H. COLLINS, DIRECTOR OF DRAWING, PUBLIC  
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## PREFACE.

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HISTORY is a connected recital of events in the lives of communities or of nations. Usually the simple facts given are accompanied by such statements of the causes and the results, as the historian considers essential to a correct understanding of the facts related.

But history is made by men and women, some of whom have been led by the conditions that surrounded them, to perform great and good, or wicked and harmful deeds, while others have moulded affairs for better or for worse, according to their own characters and dispositions.

History, then, cannot be separated from biography, nor can the biographies of great leaders in any national movement be properly told apart from the history of their times.

To weave together history and biography, so as to form an interesting and connected story of our nation's life, is the purpose of the author in preparing this work.

He hopes that he has so arranged the parts, so interestingly and connectedly told the story, and so clearly brought out the important events on which the life, growth, and prosperity of our nation depended, that the student will gain both pleasure and profit from these books, and will be led to read the larger and more complete histories in search of greater knowledge.

In order to give a connected and complete account of the various subjects included in this book, the author has not followed the usual chronological arrangement of matter, but has treated each topic by itself so far as possible.

Thus, Part I. gives a view of THE WORLD IN THE FIFTEENTH CENTURY, in order to lead logically as well as chronologically to Part II.,

THE FIRST PERIOD OF DISCOVERIES AND EXPLORATIONS by Columbus and others. This is followed by Part III., THE FIRST PERIOD OF SETTLEMENT, while THE STORY OF SLAVERY, THE STORY OF THE WARS, etc., are told in regular sequence.

This gives a clearer and better idea of our history than can be gained by the usual method, and is the only way in which the relation of events to one another, and to the general results, can be properly treated or studied.

The author believes that this plan, as briefly outlined above, is in accord with the most advanced methods of instruction which now prevail in our best schools, and that it will prove an effective guide in teaching the true philosophy of history.

Some of our best teachers, including prominent professors in our universities, have been in the habit of writing, at the top of each page, a connected outline of what the page contained.

This is by no means similar to paragraph headings, page titles, etc., which simply name the topics, while the plan followed in this work gives at the top of each page a skeleton which the story covers with flesh.

This skeleton forms a connected and complete outline of each topic, is easily mastered and retained in memory and serves to recall the entire story. It will aid in doing away with the excessive memoriter work which has long been considered necessary to give any lasting knowledge to the pupil.

The numerous, instructive, and beautiful illustrations are far superior to any that have ever previously appeared in books of this grade. They were all drawn expressly for this series by or under the supervision of Professor Frank H. Collins, Director of Drawing, Public Schools, City of New York.

The author hopes that the use of these books will give pupils a fair knowledge of our country's history and standing, and will lead them better to appreciate its privileges, and to render to it the love, service, and devotion which is its due.

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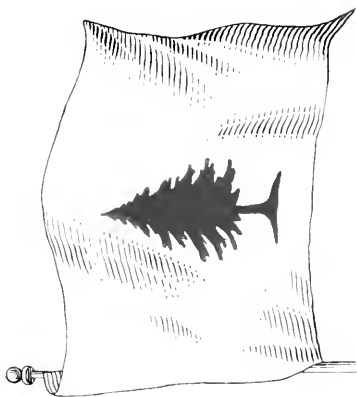
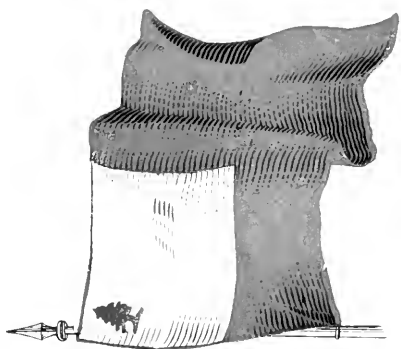
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# AN ELEMENTARY HISTORY

OF THE

## UNITED STATES

A STORY

AND

A LESSON

### PART I.

#### THE WORLD IN THE FIFTEENTH CENTURY

##### I. EUROPE AND ITS PEOPLE.

**LESSON.**—Six hundred years ago, America was known only by the Indians. Our ancestors then lived in Europe.

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You all know how great a nation the United States has become; but perhaps you have never thought that, two hundred years ago, there was no such nation, and that, six hundred years ago, the whole continent of America was unknown to the white man.

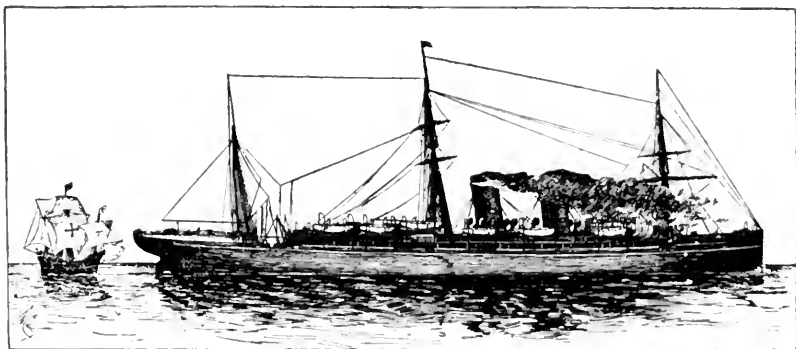
This, however, is true. For a long, long time, how long no one can tell, America was a vast wilderness of lake and river, forest and prairie, known only by the fierce nations and tribes of copper-colored races that hunted in its forests and fished in its waters.

But while the whole Western Hemisphere was held by savage peoples, our ancestors lived on the other side of the great Atlantic, in Europe. They had built cities and

**LESSON.**—The Europeans were civilized and ready to make discoveries, although they had only little sailing vessels in which to cross the Atlantic.

founded nations and increased in knowledge, until they were ready to cross the ocean and to establish on these western shores a home for a free people.

When you think about the great steamers that cross the Atlantic in a few days, carrying their loads of freight and thousands of passengers, you may wonder that the people of Europe lived for hundreds of years in ignorance of America.



The Santa Maria and the Etruria.

But there were no large ships then : only little sailing boats, not so large as many of our pleasure yachts ; and, worse than that, until the fifteenth century, there was no way to learn how to steer a ship in the right direction, when out of sight of land.

There are no roads in the ocean, and it is not strange that sailors, at that time, feared to go far from shore lest they could not find their way back again. In pleasant weather

**LESSON.**—Before the fifteenth century, sailors had not learned to use the compass and feared to go far from land. Silks, gold, spices, and dyes were brought to Europe from India by caravans.

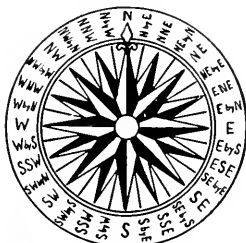
they could guess pretty well which way to go, because they could tell the direction from the sun and the stars, while in stormy weather, they were utterly lost if they could not see the land.

But when, in the fifteenth century, the mariner's compass had become known in Europe, with its needle pointing to the north, sailors learned to find their way on the trackless ocean without the help of sun or stars, and, gaining courage they began to venture more boldly out on the unknown seas.

Six hundred years ago, men were as fond of wealth as are the men of to-day; and the women liked equally well their jewels and silks and fine clothing. In those days, India was known to all Europe as a rich country from which these things came. The fragrant spices, the most beautiful dyes, and the yellow gold, came also from the Eastern lands.

For many years, these goods had been brought from the East by caravans, across the deserts to the Mediterranean sea, and thence sent to Italy, or to other countries in Europe. It took several months to bring goods in this way from India, and, besides, there were bands of robbers on the deserts, who often captured whole caravans.

At that time, the route of many caravans was by way of Constantinople, but when that city was taken by the Turks (1453), nearly all trade with the East ceased, as they were

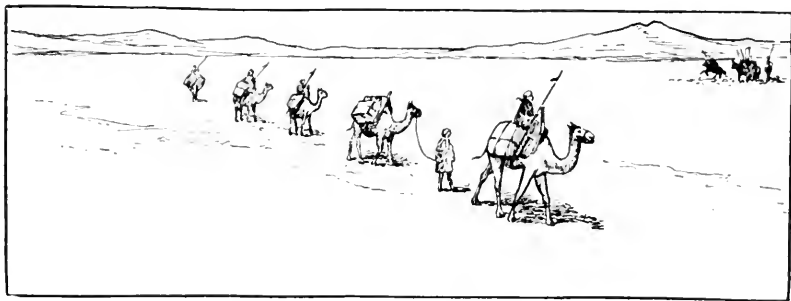


Mariner's Compass.

**LESSON.**—When the Turks took Constantinople, this trade decreased. Merchants then sought for a water route to India. The Portuguese tried to sail around the Cape of Good Hope to India, but failed.

lawless and powerful, and the most feared of all the robber bands. But the people were unwilling to give up the good things from the East, and the merchants in all the sea-ports of Europe were talking about a new way of getting to India.

Some thought it might be possible to sail around Africa, but



A Caravan Crossing the Desert.

no one knew how far south that country extended. Prince Henry of Portugal sent some ships down its coast, but the captains, after sailing southward for a few days, thought they were far enough from home, and returned to Portugal.

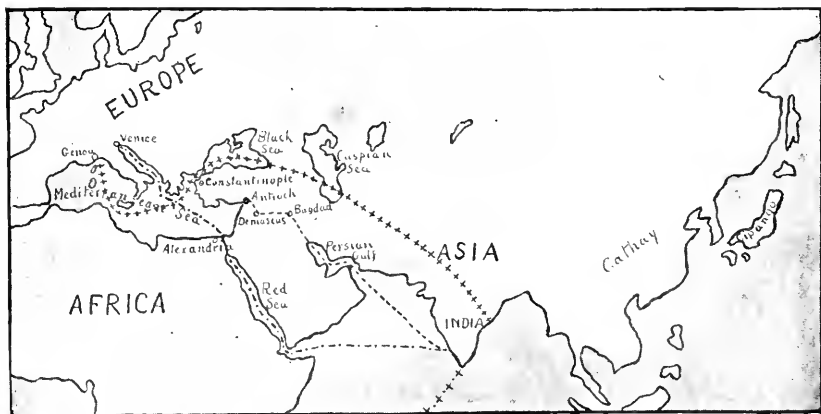
Later, other Portuguese sailors went farther south and discovered the Madeira, the Canary, and the Cape Verde Islands and settled a colony on the Azores.

But very few, even of the boldest sailors, ventured far out on the Sea of Darkness—as the Atlantic Ocean was then called—and when these came back they added to the strange stories that were told of seas covered with darkness and filled with

**LESSON.**—Strange stories of the dangers on the ocean frightened sailors, but wonderful tales of the riches of the East increased the desire for an easier trade route to India.

terrible monsters,—of vast waters where the wind never blew,—of a frozen ocean,—of a huge mountain of magnetic rock which would draw the nails from the planks and destroy the ships, and of many other dangers that beset the seaman who tried to discover the secrets that the ocean had so long concealed.

There were equally strange, but more pleasing stories, related by daring travelers who had crossed deserts, and



Trade Routes to India.

climbed mountains, and had braved the Turk and the Arab to find out the truth about the wonderlands of China (Cathay), Japan (Cipango), and India.

These travelers told of countries whose waters would make men always young, whose mountains were ribbed with gold and set with jewels, whose soil was fragrant with rich spices, and whose rivers flowed over golden sands.

**LESSON.**—The Northmen visited America before the twelfth century. Only a few wise men then thought the earth was round. They believed that, by sailing westward, India could be reached.

Then there were many tales of the voyages of the fierce Northmen, who were the boldest seamen in Europe. They often sailed far from home in their little boats, and it was said that in the ninth century, they visited Iceland, and that, in the tenth century, Eric the Red settled in Greenland, while in an old Norse tale it is written that Leif the Lucky sailed down the coast of North America in the eleventh century, as far as New England. After this no ships from the North came to America for several hundred years, and, if the Northmen left any settlers here, they were destroyed or driven away by the Indians.

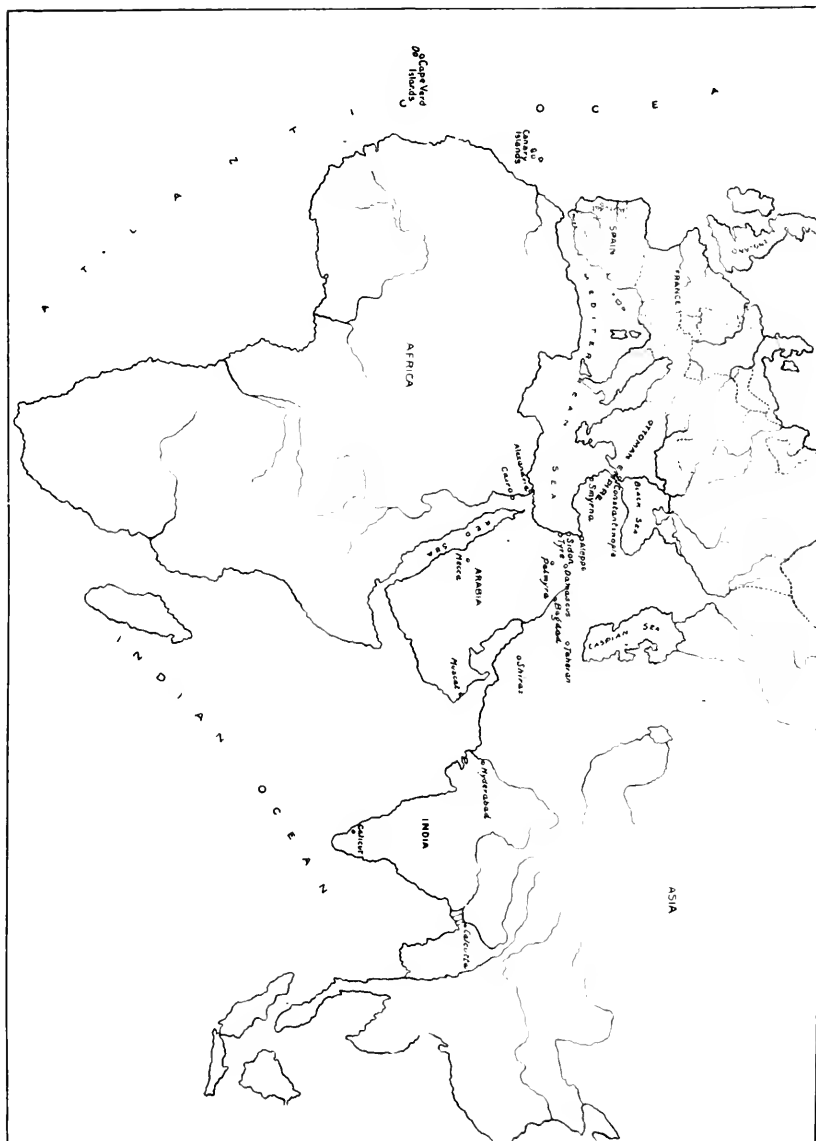
Now, we all know that the earth is round, but in the fifteenth century very few believed this. The common people thought that the earth was flat with water all around it. They laughed at the idea of its being round like a ball, as they could not understand how people on the other side of a round earth could keep from falling off.

But everybody wanted to find a way to reach India by water, and the more the wise men of Europe thought about it, the more they believed that the earth was round like a ball, and that, by sailing to the west, Japan and India could be reached. This led to a great deal of talk about sending out ships to sail far to the westward, to find a new path to these eastern lands.

NOTE.—The Chinese say that they discovered America centuries before Columbus, and the Welsh claim to have been here in 1170. Perhaps the Chinese crossed over Behring's Straits, the distance being only forty-five miles, and brought the art of picture-writing and the calendar which were used by the Mexicans.



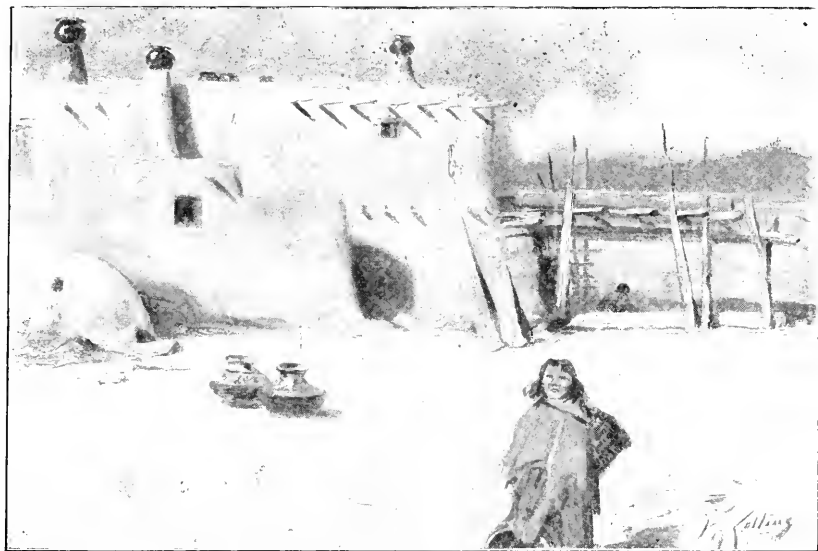




**LESSON.**—The Indians were savages. The better class lived south of New Mexico. They built houses and temples of brick and stone.

## 2. AMERICA AND ITS PEOPLE.

The Indians, who, in the fifteenth century, were the only inhabitants of America, were a savage people. Through that part of the country that extends southward from New Mexico,



A Modern Pueblo House.

the natives were of a better class than those who lived farther north. They built houses of stone or clay, and made temples and forts of brick and stone.

These forts were large houses, five or six stories high, divided into many rooms. Each family had a room to itself, and the largest fort would accommodate several thousand people. These houses or forts had no doors near the ground, but there

**LESSON.**—They had a regular form of government, offered human sacrifices to their gods, wove cotton and woollen cloth and wrote a picture language. The Indians farther north were barbarous.

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was an entrance in the roof, reached by means of ladders extending from story to story, something like the fire escapes on our large buildings.

In Mexico, and in other parts of the country farther south, there were great cities containing huge temples to the gods, strongly built and elegantly carved and decorated. The houses of the rulers and of the rich men were also large and beautiful. Canals and streets crossed the cities here and there, and were lined with the poor huts of the common people.

The nations or tribes generally had a regular form of government under a king or emperor, who kept a large army to hold the common people in subjection and to make them work.

They offered human sacrifices to their gods and were really savages, although they practised many of the arts of civilized nations.

Some of these Indians had gardens watered by canals, in which they raised many vegetables. They also wove fine cotton cloth and woollen goods. They even made a kind of paper from the century plant and wrote on it, using pictures instead of words.

But the Indians who lived in that part of America which is now the United States, had no written language, and conversed in harsh, guttural sounds, that did not seem quite like human speech. Their language was divided into so many dialects

**NOTE.**—Another race of men is said to have lived in America before the Indians. Many traces of them have been discovered, which seem to prove them superior, in some respects, to the natives found here by Columbus.

**LESSON.**—Each clan has its own war chief, and sachem. These Indians had few domestic animals. They lived in wigwams or in rude wooden houses.

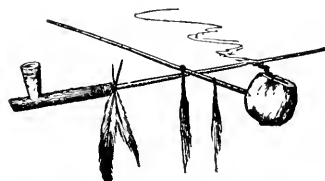
that two tribes living near each other, conversed largely by signs.

All these tribes lived a savage life and were often at war with one another. Each great family or clan had some sign, such as a turtle or a bear, by which it was known. Each clan had a chief to lead it in war, and a ruler, called sagamore or sachem.

Most of our domestic animals, such as the horse, cow, ox, sheep, and pig, were not known to them. While they raised beans, squashes, artichokes, Indian corn, and potatoes,—the last two with tobacco being natives of this country,—they lived chiefly on fish, game, and fruits.

Many tribes continually changed their abodes, and never had a real home. Their wigwams were often made of slender poles set in the ground in a circle, with the tops drawn together and fastened. The best of these dwellings were covered with bark of trees while others were thatched with coarse grass or bulrushes, or had the skins of wild animals spread over them.

Some tribes built better homes of wood, from twenty to one hundred feet long and from twenty to forty feet wide, in which many families lived.



Indian Pipe.

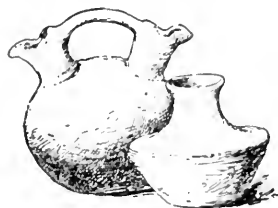


Stone Trap.

**LESSON.**—They cooked stews of vegetables and fish or meat, in earthen vessels and made bread of corn meal.



An Indian Encampment.



Indian Pottery.

Their dishes, spoons, ladles, and buckets were often made of wood or of birch bark plastered with clay, but many of the tribes used earthen vessels to cook in. They made a pleasant-tasting stew of corn, beans, vegetables, and nuts, to which they sometimes added fish or meat. Their bread was made of meal,—which they obtained by pounding corn,—mixed with salt and water.

**LESSON.**—They used the skins of animals for clothing in winter. They were fond of ornaments. Wampum passed as money. They had rude weapons. Their canoes were light but strong.

Sometimes they baked “nocake” of parched corn, of which they were very fond.

In the summer the children ran about naked, while grown people wore but little clothing. In the winter they used the skins of wild animals, and a sort of mantle made of feathers, to keep them warm.



Moccasins.

Both the men and women were very fond of ornaments. They painted themselves various colors, stuck feathers in their

hair, and wore bracelets, necklaces, and bands of beads and shells.



Wampum.

The whelk's shell in black and white was eagerly sought for, and even passed as money, under the name of wampum.

Their weapons were bows and arrows, clubs and tomahawks. They made boats by burning out the interior of the trunks of trees, which they then scraped smooth and thin, and made pointed at each end. Other canoes were made of strips of birch-bark sewed together with



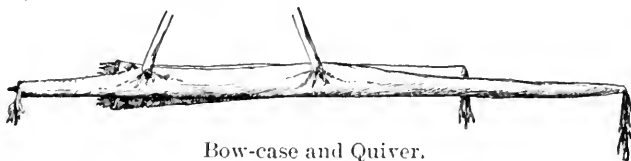
Shell Hatchet.



Indian Arrow.

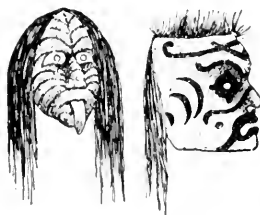
twigs, or strong grasses, or the sinews of animals.

**LESSON.**—They were hospitable to strangers. In sickness, when herbs failed to cure, the Medicine Man was called to drive away the evil spirits.



Bow-case and Quiver.

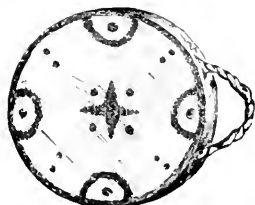
They were hospitable to strangers whom they did not suspect, and would welcome them to their wigwams, and share food and lodging with them.



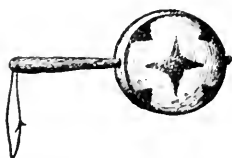
Indian Masks.

They used herbs to cure diseases but, when these failed, the medicine man was sent for to drive away the evil spirits, which, they thought, caused sickness. These doctors would groan, dance, chant certain half-prayers,

and do many strange things which they said would please their gods and cure the patients.



Medicine Man's Drum.



Medicine Man's Rattle.

Sometimes the patient died, in which case the medicine man was satisfied that nothing could have saved his life. Sometimes the patient recovered, and the doctor received great praise.

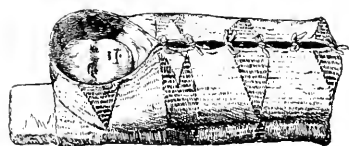
They kindled fires by rubbing two sticks together, and found their way through the pathless woods by the sun, the moon, and the stars, by the barks of trees, and by other signs that we should never notice.



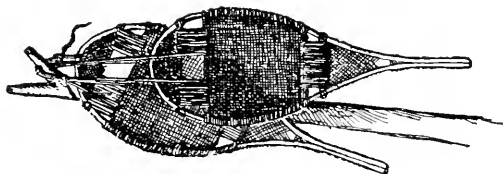
**LESSON.**—They worshiped a Good and an Evil Spirit and believed in a future existence. The women did most of the work. The white men drove the Indians westward. They are now cared for by the government.

They worshiped a Good and an Evil Spirit, and believed that, after death, they would live in happy hunting grounds. In war they scalped their enemies, and thought it great honor to wear many scalps at their girdles.

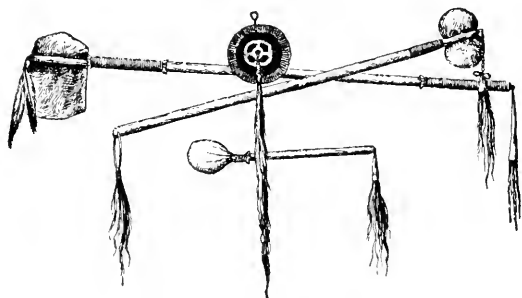
The women, or squaws as they were called, did most of the work. They raised the vegetables, cooked the food, looked after the wigwams, and took care of the children.



Papoose.



Snow Shoes.



Stone Club and Hatchet.

With the coming of the white man, the Indians imitated his vices and lost their own native virtues, and it soon appeared that the white and the copper-colored races could not live together in peace. As the Europeans settled the east, the Indians were driven westward, until, a few years ago, our government took the remnants of these once powerful tribes under its protection, and now cares for them on reservations.

## PART II.

### THE FIRST PERIOD OF DISCOVERY AND EXPLORATION.

#### 1. CHRISTOPHER COLUMBUS. (1436-1506.)

**LESSON.**—Christopher Columbus was born in Genoa, Italy, about the middle of the fifteenth century. When he was fourteen, he went to sea and learned to use the mariner's compass.



Columbus.

Now about the middle of the fifteenth century, when everybody was talking of the best way to reach the rich Eastern countries, there lived in Genoa, Italy, a poor family of wool-combers. The children had but little time to go to school, for bread had to be earned before it could be eaten. But Christopher, one of the children, was a bright lad, fond of the sea, eager to hear the stories told by the sailors, and to know what the wisest men said about the water route to India.

When Columbus was about fourteen years old he began life as a sailor, and there are many stories told of the voyages he made among the pirates of the Mediterranean, along the shores of Africa, and even as far north as Iceland. For nearly twelve years he followed the sea, learned how to sail a ship by a compass, and studied the opinions of the wise men in regard to the shape of the earth.

The more he studied and thought about this, the more certain he became that the earth was round, and that, by sailing

**LESSON.**—He believed that the world was round and that he could sail westward to India. For seventeen years he tried in vain to get men and ships for his voyage of discovery.

westward, he could reach the coast of India. Then he made up his mind to do this in some way.

But he was a poor young man, without friends to aid him, and he knew that his task was a hard one. "Where there's a will there's a way" was as true then as now, and Christopher wrote out his plans, drew maps and charts, and talked about the rich countries he would find, until the learned men began to speak of him, and some people were led to think that, after all there might be a little truth in what he said.



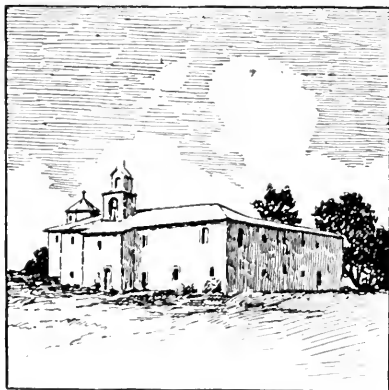
Genoa.

For more than seventeen years he wrote and talked in vain, and went from place to place to get money, men, and vessels for his voyage of discovery. But Italy, Portugal, and Spain, then the great seafaring nations of Europe, all refused to aid him, and, at last, in despair, he set out for France to ask King Charles VIII. to give him the ships and men he needed.

On his way to France, he stopped at a convent to ask for food. The monk who received him called in some friends to hear what Columbus had to say about his voyage, and one of them became so interested that he offered to help him fit out his ships.

**LESSON.**—A monk who gave him food while on his way to France, heard his plans, believed in them, and persuaded Queen Isabella of Spain, to help him. Columbus sailed from Palos, Spain, on his first voyage of discovery August, 3 1492, with three small vessels and one hundred and twenty men.

The monk also wanted Spain to have the glory of the discoveries Columbus promised to make. He therefore saw the queen, and, having been her confessor, gained her promise to aid Columbus in his plans.



La Rabida.

Now Ferdinand and Isabella, the king and queen of Spain, had been for some years at war with the Moors, and it took so much money to support the army, that Spain had but little left to give to Columbus. But the queen suddenly seemed to look into the future, and to see the great benefits that

would come to Spain should Columbus succeed, and she told him he should have his ships and men, even if she had to pledge her jewels to get the money.

And so at last, on Friday, August 3, 1492, Columbus, having first gone to church to ask God's blessing on the voyage, sailed from Palos in southern Spain, with one hundred and twenty men in the *Pinta*, the *Niña*, and the *Santa Maria*—three little vessels not much larger than some of our sail boats.

Columbus stopped at the Canary Islands to repair the *Pinta*, which had begun to leak, but, on the 6th of September, he

**LESSON.**—The sailors soon became afraid to sail farther westward, but Columbus refused to go back to Spain until he had discovered the new land.

again set sail, and then, for many days and nights the tiny vessels held their westward course over the unknown sea.

By and by the sailors began to fear that they would never see land again. They begged Columbus to return to Spain



Isabella Pledging her Jewels.

and even threatened him when he refused their request. But he would not yield. Land was before them. That land he would discover. He would never give up. He told the sailors many stories of the riches they would find, and showed them how proud they would be when they sailed back to old Spain in their ships laden with the wealth of the East.

**LESSON.**—The seamen grew sullen. They told one another fearful stories about the dangers of the ocean, and talked of throwing Columbus overboard. Then signs of land made them more hopeful.

But as the days passed, and the poor sailors saw around them only the sea and sky, they grew more and more afraid. The needle of the compass no longer pointed to the north. The winds blew steadily from the east. The ocean was covered with seaweed, which hindered the vessels in their course, and land seemed as far away as ever.

No wonder that the men grew gloomy and sullen, and told one another over and over again frightful stories of the "Sea of Darkness," and of the "Frozen Ocean," and of the "Windless Sea," until they became desperate, and talked of throwing Columbus overboard if he would not sail back to dear old Spain.

But so many signs that land was not far away began to appear, that the sailors became more hopeful. On September 14, two birds came from the west, and, after flying round the vessels a few times, went back to tell the other birds of the strange sight they had seen.

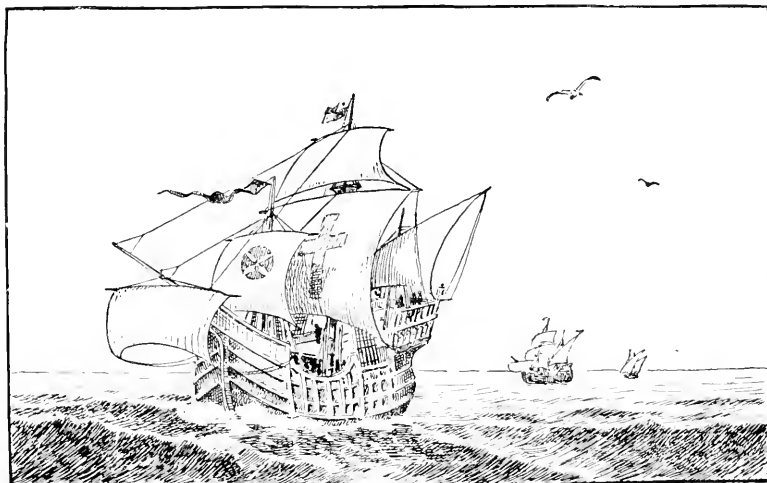
Soon another bird came hurrying out of the west, as if he wanted to find out the truth of the stories that the first birds had told. Then great pieces of seaweed, fresh and green, came floating round the ships, bringing a live crab to show that land was near, while a branch of a thorn tree with its berries still on it, and a piece of wood carved by the hand of man, drifted near them.

Five weeks had passed since they had seen land. Five long, dreary, dreadful weeks filled with terrible fears. But Columbus never gave up. Day and night he had watched

**LESSON.**—On the evening of October 11, Columbus saw a light, which he believed to be a torch carried along the shore.

and waited for a sight of the land he believed to be just before him.

On the evening of October 11, he stood alone on the high deck of the *Santa Maria*, peering out into the darkness for some



The Ships of Columbus.

sign of the land that he must find to be saved from the disgrace of failing in his search. Suddenly a light flashed through the gloom. Was it a star? No; it moved, it danced up and down, it darted swiftly here and there. It must be a torch carried along the shore.

Quickly the news spread from ship to ship, and, in the darkness, the sailors waited, watching and hoping that the morning would end their fears. When the first faint gleam

**LESSON.**—On the morning of October 12, the sailors saw the land, and the copper-colored natives whom Columbus called Indians. He took possession of the country in the name of Spain.

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of light came in the east, the sailors on the *Pinta* saw the land, and the boom of its small cannon told the news to the seamen of the other ships.

Soon the early morning drove the shades of night away, and there, in the glow of dawn, Europe saw for the first time the New World. As the lovely island threw off the dark mantle of night, it rose before the sailors, with its green shores and leafy trees, so beautiful after their long voyage, that they felt well paid for all the dangers they had gone through.

But what strange people peeped timidly out from behind the trees, with long black hair falling about their shoulders from uncovered heads, and with their naked red skins shining in the sun's new light. No wonder the sailors were astonished at sight of these red men, who thought that their pale faced visitors, flying with huge white wings to their shores, were of a nobler race than themselves.

Columbus, in his bright uniform of scarlet and gold, with his followers carrying the royal banners, took possession of the land he had discovered, in the name of Spain. In his joy and gratitude he kissed the earth, and kneeling down, thanked God for His goodness.

But Columbus was not searching for a new world. He was trying to reach India, and so sure was he that he had done this, that he called the native people *Indians*. If you look on the map you will see a group of islands, called the West Indies, not far from the coast of Florida, and near these lie



**LESSON.**—Columbus named the island **San Salvador**. The natives were friendly and traded with the Spaniards. From **San Salvador**, Columbus sailed toward the **West Indies**. He discovered **Cuba**, and **Haiti**, where the **Santa Maria** was wrecked.

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the Bahamas. It was one of these islands that first rose out of the dark ocean to greet Columbus and welcome him to America. Which one it was no one now knows, but probably it was Watling Island, and Columbus named it San Salvador.

When the Indians found that their visitors would not harm them, they became very friendly, and went out to the ships, some in their little canoes and others swimming, carrying balls of cotton yarn, bread made from roots, tame parrots, and gold trinkets. These they eagerly traded for beads and bells and other trifles which they could use as ornaments.

The Spaniards were much pleased to see the gold, and, by means of signs, soon found that it came from lands farther south. As soon as the sailors were rested a little from the fatigue of the long voyage, Columbus set sail to the southwest to find the land of gold.

This led him toward the West Indies, and, on October 25, 1492, he reached Cuba, which he thought must be Cipango. Then he visited several islands and discovered Haiti, on December 6. There the *Santa Maria* was wrecked, her load was put on board of the other ships, and her timbers were used to build a fort for forty-three sailors who wished to remain on that island.

And now Columbus, having found these new lands, was anxious to return home, but he thought it wise to take with him so many proofs of his success that no one would doubt his wonderful story.

**LESSON.** — On January 4, 1493, Columbus, leaving forty-eight sailors at Haiti, sailed for Spain, taking proofs of his discoveries to show the king and queen. He was received in Spain with great honor.

So he collected some curious ornaments of gold, many skins of wild animals, unknown plants and beautiful birds, and taking a few Indians on board his ships, he sailed for Spain on Friday, January 4, 1493.

The voyage was a long and stormy one. The ships were separated, and Columbus on the little *Niña*, despairing of safety, wrote out an account of his discovery, enclosed it in a waxed covering, and put it in a cask which he threw overboard, so that the results of his voyage might not be lost.

But his skill overcame the storms, and, on Friday, March 15, 1493, he arrived at Palos. The city went almost wild with joy. The bells rang, the citizens took a holiday, the people went to church in great processions to give thanks, and, to crown the whole, the *Pinta* came safely sailing into the harbor, while the bells were ringing.

The Spanish court was at Barcelona, and the king and queen invited Columbus there. He reached the city in April, and was received with great honors. The whole city welcomed him as he rode in triumph through the streets escorted by a troop of cavalry. At the head of the procession came the Indians in their native dress, followed by the sailors carrying the birds with their bright feathers, and the ornaments of gold.

When Columbus reached the royal presence, the king and queen made him sit down and tell them the story of his voyage. As he told of the Indians, speaking an unknown tongue, and worshiping strange gods, and described the beautiful land

**LESSON.**—On September 25, 1493, Columbus sailed on his second voyage, with seventeen vessels and fifteen hundred men. At Haiti, he found that the Indians had killed the men whom he left there. He discovered a few more islands, and again went back to Spain. He made two more voyages and discovered South America, which he thought was Asia.

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filled with untold wealth to which he had opened a way for Spain, the whole assembly sank on their knees and gave God the praise, while the royal choir sang anthems of thanksgiving.

When Europe heard of the discoveries of Columbus, other nations prepared to send out explorers. This made Columbus anxious to go on a second voyage as soon as possible. Men, money, and ships were at once freely offered, and, on September 25, 1493, he sailed from Cadiz with seventeen vessels and fifteen hundred men.

In about three weeks he reached Haiti, and the sailors hastened to greet their comrades on the shore. But not a single Spaniard was found alive to tell the story of the general destruction. From the natives they learned that the Spaniards had treated them cruelly, until the poor Indians could bear it no longer. Then they fought their masters, killed every one of them and tore down the fort. Leaving a new colony at Haiti, Columbus touched at several other islands, including Jamaica, and then returned to Spain.

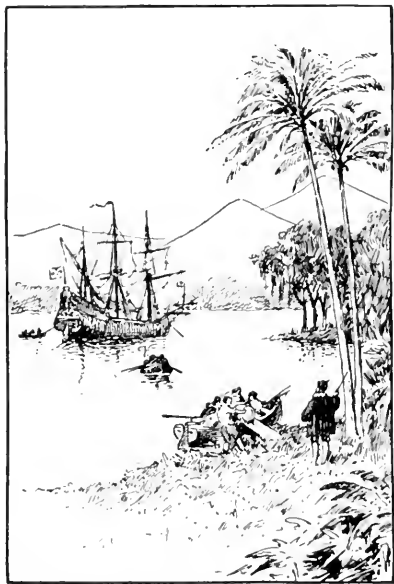
On his third voyage, Columbus came to the main land of South America (1498), but thought it was an island. When he reached the mouth of the Orinoco River, and saw the great body of water running into the Atlantic, he believed he had reached Asia, and that this stream was one of the great rivers flowing from the Garden of Eden.

Meanwhile, complaints had gone to Spain that Columbus

**LESSON.**—Columbus was once taken home to Spain in chains, but was restored to the favor of the court. He was not a wise ruler. He treated the Indians cruelly.

was not ruling the colony wisely, and the queen sent an officer to take charge of it. He put Columbus in chains and sent him back to Spain. But the king and queen would not listen to the charges. They took off his chains, restored him to favor, and recalled the officer.

On May 8, 1502, Columbus sailed from Cadiz on his fourth and last voyage. He discovered more islands, sailed along the coast of Honduras (1502), and then returned to Cuba and Jamaica. There, for more than a year, he enjoyed the soft, mild climate.



Columbus at the Mouth of the Orinoco.

But Columbus was not a good governor. His colonies were not prosperous. They treated the Indians so cruelly that they refused to bring food to the Spaniards. There is a story that once, when the Spaniards needed food, an eclipse was at hand. Columbus told the Indians that God was angry with them

and would hide his face from them. When the eclipse began, the Indians were filled with fear, and begged Columbus to tell the Great Spirit they were sorry and would in the future

**LESSON.**—On his final return to Spain the government denied him his rights. He died May 20, 1506. The Cabots sailed from Bristol in 1497, to discover lands for England.

supply all the food the Spaniards needed. Then the eclipse passed away, and the happy natives hastened to bring the promised food.

At last, sick and tired, Columbus sailed for Spain, where he was kindly received, but his rights were still denied him. Then the good queen died, the government neglected him, and in sorrow and sadness he awaited his end. He died at Valladolid on May 20, 1506.

It is not certain where he is buried, but his ashes are supposed to rest in the Cathedral at Seville, Spain.

## 2. JOHN AND SEBASTIAN CABOT.

At the time of which you have been reading, England, Spain, France, and Holland were the great nations of Europe.



Sebastian Cabot

When they heard of the discoveries made by Columbus, they hastened to send out explorers, since the country which discovered new lands always claimed them as its own.

In 1497, a famous Italian sailor named John Cabot, and his son, Sebastian, were living in Bristol, England. As soon as they learned of the Spanish discoveries, they asked King Henry VIII. to let them go on their own ship to find new lands for England.

The king was a miserly fellow, but, as their voyage would

**LESSON.**—They probably landed at Nova Scotia and Cape Breton. On a second voyage, Cabot sailed along the coast of North America south to Carolina, thus giving England a claim to a large part of the country.

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not cost him anything, he gave them permission, and they sailed from Bristol in May, 1497, with eighteen men in one small vessel. They went farther to the north than Columbus had gone, and probably landed at Nova Scotia and on the island of Cape Breton, of which they took possession in the name of England.

When in August they went back to England, the praises John Cabot received made him very vain. He called himself "the great admiral," dressed in fine silk, and promised his friends presents of islands in the New World.

England at once claimed a large part of North America on account of Cabot's discoveries, and, to perfect the claim, sent him on another voyage across the ocean. He sailed along the coast of America from far up in the north, south to Carolina, and then went home.

Cabot saw enough of the mainland to convince him that it was no part of Asia or India, but was, instead, a New World, a large part of which England could claim through his discoveries; still, as he carried back neither gold nor spices, he did not gain much favor, and but little more was heard about him.

### 3. AMERICUS VESPUCCIUS.

In May, 1497, an Italian sailor named Americus Vespuccius made a voyage to the New World, with Vincent Pinzon who was with Columbus on his first voyage. In 1499 and 1501, Vespuccius again crossed the ocean. On these voyages

**LESSON.**—Americus Vespuccius made three voyages to the New World. He saw South America, and wrote an account of his discoveries. His name was given to the whole country. Europe still desired a water route to India.

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he sailed along the coast of South America, and, later, wrote an account of his discoveries.



Amerigo Vespucci.

Now you remember that Columbus had not claimed to have discovered a new continent, but Vespuccius believed that, in South America, he had found a new country. No one thought it was taking any praise from Columbus when some writer gave the name America, to what we call South America.

Some years later, when it became known that North and South America formed one continent, the name America was given to the New World.

#### 4. VASCO DA GAMA.

ALTHOUGH Columbus never knew he had not found a water route to India, Europe soon concluded that he had discovered a new world; and, being anxious to trade with the rich eastern countries, continued to plan some way of reaching them by water.

Some thought that an opening through America would be found, while others believed that the only way to reach India was to sail around Africa.

The Portuguese had tried this route several times without success, but, in 1497, the King of Portugal thought he would

**LESSON.**—Vasco da Gama, in 1497, sailed around the Cape of Good Hope to India. In the sixteenth century, the Spaniards sent expeditions from the West Indies to the mainland of America. Ponce de Leon discovered Florida.

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try it again, and Vasco da Gama, a brave captain, gladly undertook to go on this voyage of discovery.

He sailed southward along the coast for days, until he almost concluded that Africa was an endless land, but one morning he reached the Cape of Good Hope, and, sailing around it, crossed the Indian Ocean to India.

When, nearly two years later he returned to Portugal, bringing a rich cargo from the East, he was received with great honors as the discoverer of the long-sought water route to India.

#### 5. PONCE DE LEON.

EARLY in the sixteenth century the Spaniards had seized all the West India Islands, and expeditions from there took possession of Mexico, Florida, and parts of South America.

In 1513, Ponce de Leon set sail from Cuba to find the “fountain of youth.” He believed there was such a spring, and that, by drinking of its waters, the old would become young again.

While searching for the wonderful fountain, De Leon discovered the mainland of North America on Easter Sunday, and, in honor of the day (*Pascua Florida*, in Spanish), named the country Florida.

He led his men here and there through the Land of Flowers,

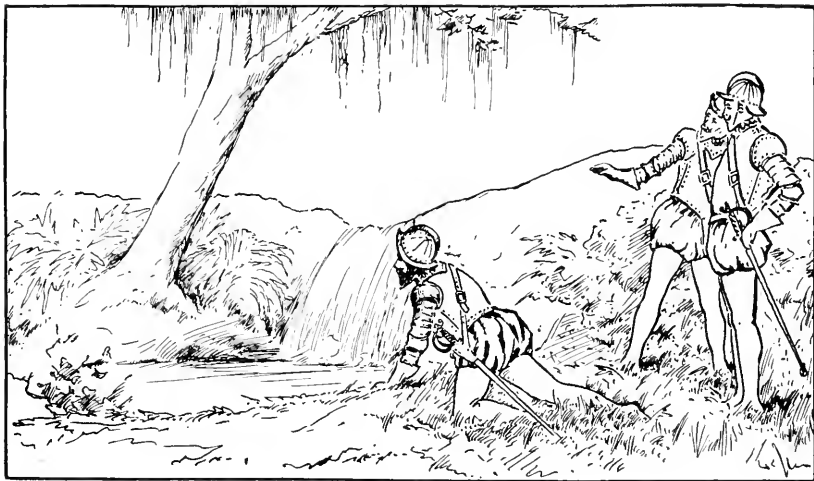


Ponce de Leon.



**LESSON.**—De Leon was made governor of Florida. He was killed by the Indians. In 1513, Balboa made discoveries for Spain.

and they drank from many springs, but the gray hairs, the wrinkled faces, and the bowed forms were unchanged. Youth once gone, will never again return, and at length he sadly sailed back to the West Indies.



“They drank from many springs.”

In 1521, De Leon was made governor of Florida and went back to found a colony. But the hostile Indians drove the Spaniards away, and De Leon, being wounded by a poisoned arrow, returned to Cuba to die.

#### 6. BALBOA.

An accident gave Spain a stronger claim to America than she gained from the discoveries of Columbus.

In the fall of 1513, a few months after De Leon had visited

**LESSON.**—Balboa, escaping from creditors, was wrecked on the coast of Darien, and saved his companions from starving.

Florida, a Spaniard named Balboa, in order to escape from his creditors, hid himself among some casks on board of a vessel sailing to the Caribbean Sea.

The ship was wrecked on the coast of Darien, and Balboa led the sailors through the tangled woods to an Indian village, and thus saved them from starving.



Balboa Discovering the Pacific Ocean.

The grateful seamen made him their leader, and, hearing the Indians tell of a great western sea, beyond which lived a people who ate from dishes of gold, Balboa and his companions set out to find this wonderful country.

**LESSON.**—Balboa led the sailors westward in search for gold, and discovered the Pacific Ocean. He claimed possession of both land and water for Spain. There were rich mines of gold and silver in Mexico.

Day after day they struggled on over swamps and through dense forests, until at last, after terrible hardships, they came to the foot of a lofty mountain, from the top of which, the guides told Balboa, he could see the great Western Ocean.

Leaving his men below, he hastened up the mountain side alone. For a moment he stood on the summit and looked westward over the broad Pacific, whose waves washed the shores of two continents. Then, falling on his knees he thanked God for the wonderful sight.

His comrades were soon by his side, and there, on the mountain top, they piled a great heap of stones to prove that they had taken possession of the country in the name of Spain.

Then they hurried to the shore of the great ocean, and Balboa, standing in the water far from land, waved his sword and lifted the banner of Spain, while he claimed both land and water for his royal master.

#### 7. HERNANDO CORTEZ—CORONADO—MENENDEZ.

You remember that the people of Mexico were more civilized when America was discovered, than the Indians who lived farther north. They had opened rich mines of gold and silver, and stories of their great wealth had reached even the West Indies.

When the Spaniards there heard of the wonders of this rich country, Hernando Cortez with an army of several hundred men, sailed from Cuba (1519), to conquer it for Spain.

As soon as the soldiers landed in Mexico, near the present

**LESSON.**—In 1519, Hernando Cortez went there to conquer the country for Spain. He captured the Mexican Emperor, but was, at first, driven from the capital.

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site of Vera Cruz, Cortez burned all the ships, to show his men that there could be no hope of safety for the army except in victory.



Cortez and Montezuma.

For more than two years the Aztecs, or native Mexicans, fought for freedom. Even after Cortez by treachery had captured their emperor, Montezuma, he was driven back from the capital city with great slaughter. But he was soon joined by more soldiers from the West Indies, and a second time advanced upon the capital.

**LESSON.**—After years of fighting, the Spaniards conquered the Mexicans, and ruled them for nearly three centuries. Spaniards from Mexico explored a part of the country north of it, and Menendez founded St. Augustine, Florida, in 1565.

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For more than two months the Spaniards made furious assaults upon the city, only to be repulsed by the frantic rage of the Mexicans fighting for their homes and gods. But, at last, their new emperor, Guatimozin, was captured and the capital surrendered.

From this time for nearly three centuries the Spaniards ruled Mexico. They treated the natives very cruelly, made them work in the mines, despoiled their temples, and grew rich from their labor.

After the Spaniards gained control of Mexico, Coronado led an expedition from that country to the north in search of gold (1540). He explored a part of what is now New Mexico, Colorado, and Arizona, and thus increased the claims of Spain in America.

Many other Spanish adventurers visited the southern coasts of the United States, but they made no permanent settlements until 1565, when Pedro Menendez, while leading an expedition to destroy a French colony in Florida, founded St. Augustine, which, excluding our island possessions, is the oldest town in the United States.

#### 8. MAGELLAN—VERRAZANO—CARTIER.

It takes a long time and a great deal of proof to compel people to admit that their ideas are wrong. It is not surpris-

**NOTE.**—Spain led other nations in explorations. She controlled nearly all of South America and Mexico for centuries. Magellan, though a Portuguese, sailed in the service of Spain.

**LESSON.**—In 1520, Magellan sailed around South America, and across the Pacific Ocean. His ship reached Spain in 1522, having sailed round the world. In 1524, Verrazano, in the service of France, coasted from Carolina to Maine.

ing, therefore, that, for many years after America was discovered, few believed it to be a continent entirely separate from Asia.

To Europe, America was simply an obstacle in the way of an easy, direct water route to India, and explorers were always seeking for some opening through which they might sail and gain their long desired object.

In 1520, Fernando Magellan sailed down the coast of South America, round the end of Patagonia, through the straits which now bear his name, and across the Pacific Ocean. In a fight with the natives on one of the Philippine Islands, Magellan was killed. But one of his officers sailed the ship safely back to Spain, and thus completed the first voyage ever made round the world (1522).



Magellan.

This proved to geographers that the earth was round, and that America was not a part of Asia, but was rather a great continent separated by two broad oceans from the old World.

France now began to desire territory in the New World, and, in 1524, sent an Italian named Juan Verrazano to make discoveries for her. He claimed to have sailed along the coast of the Carolinas, and after visiting New York Bay, to have gone as far north as Maine. All this territory he named New France.

**LESSON.**—In 1534, Cartier sailed up the St. Lawrence River to Montreal. In 1539, De Soto, in search for gold, led an army from Cuba, westward across the southern part of the United States.

Several years later (1534), Cartier, a Frenchman, discovered a beautiful river which he named the St. Lawrence, and sailed up the stream to where Montreal now stands. France thus gained her first claim to territory in America.

#### 9. HERNANDO DE SOTO.

Not discouraged by the experience of others, Hernando de Soto, with an army of several hundred armor-clad warriors, sailed from Cuba in the spring of 1539, to seek for gold.



Jacques Cartier.



De Soto.

They sailed up the west coast of Florida and landed at Tampa Bay. For several years they wandered here and there through what are now the States of Florida, Georgia, Alabama, and Mississippi.

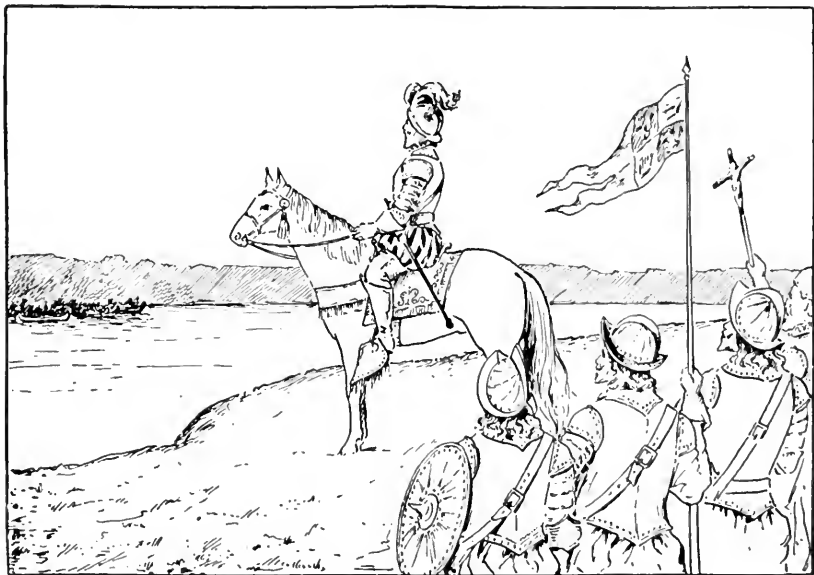
They made slaves of the Indians, compelled them to carry burdens, and to work for the soldiers. The poor natives were cruelly beaten for slight offences, and sometimes were put to death with savage torture.

Instead of rich mines of gold, the Spaniards found fierce, hostile Indians, who hated them for their cruelty, and continually attacked them, thus marking the path of the expedition with danger, suffering and death.

But De Soto would not turn back. Westward he pushed

**LESSON.**—In spite of difficulties, De Soto pushed westward and discovered the Mississippi River. He died near it and was buried in its waters.

his way until he stood on the banks of the “Father of Waters,” and looked on the mighty stream that sweeps through the heart of a great continent.



De Soto Discovering the Mississippi.

About a year afterwards, with his army greatly reduced, and with no prospect of finding the rich treasures he sought, he gave up all hopes of success and died broken-hearted.

The Indians believed him to be an immortal “child of the sun,” and his companions, fearing that the savages, if they



**LESSON.**—In 1609, Holland sent Henry Hudson, an Englishman, to America to find a passage through this continent to India.

learned of his death, would attack the Spaniards, secretly sank his body in the river.

His surviving followers built boats and rafts and floated down the Mississippi to the Gulf of Mexico. When they reached a Spanish settlement, more than four years after they left Cuba, only about half of their number remained alive.

#### 10. HENRY HUDSON.

The Spaniards had found gold in Mexico, but the expeditions which had gone farther north had carried to the Old World neither gold nor precious stones, and a water route to India through America was still sought for by all explorers.

At the beginning of the seventeenth century, Holland was a great maritime nation, and the Dutch wanted to find this route, as well as to gain possessions in America.



Henry Hudson.

They therefore sent Henry Hudson, an Englishman, with twenty men in a little vessel called the *Half Moon*, to make discoveries and to find the desired passage to India.

He sailed from Amsterdam April 4, 1609, and soon reached Nova Zembla, but the icebergs drove him back. Then he took a more southern course and came to Newfoundland.

He went down the coast of North America as far as Chesapeake Bay, and then turned northward, looking care-

**LESSON.**—He sailed down the coast to Chesapeake Bay, and then went Northward until he discovered the Hudson River which he explored as far as Albany. Then he gave up reaching India through America.

fully for an opening in the coast that might prove what he sought.

At last he reached the great river which now bears his name, and full of hope, sailed up the beautiful stream as far as the present site of Albany. The sailors were charmed by



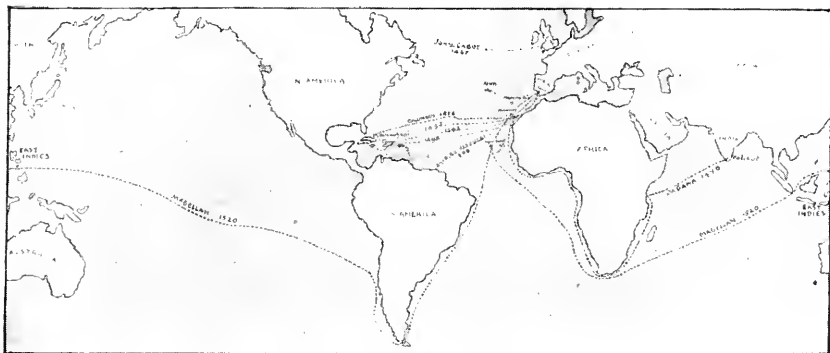
*The Half Moon on the Hudson.*

the lovely scenery, and pleased with the friendly treatment of the Indians, but, at Albany, the river was so narrow and shallow, that Hudson was compelled to abandon his voyage and go back to tell his employers that they could never reach India through America.

**LESSON.**—He landed on Manhattan Island, and his voyage gave the Dutch their claim to a part of the country. In 1610, Hudson discovered for England, the strait and bay now named for him.

On Manhattan Island the Indians entertained Hudson, who, according to the custom of the times, drank their health in a glass of liquor. At first the Indians would not taste of "strong water," but, after one ventured to drink it and told how happy it made him, they all tried it, never to forget the white man's drink.

In 1610, England sent Hudson to America, and he ex-



The Routes of the Early Explorers.

plored the strait and bay which were named for him. But it was winter and his men suffered so much that they mutinied. As he would not yield to their demands, they set him, his son, and several others adrift in an open boat to perish.

**NOTE.**—There were other famous English explorers such as Frobisher (1576), who discovered the bay that still bears his name; Davis (1585), who reached Davis' Straits; and Gosnold (1602), who discovered what is now Cape Cod, and was the first Englishman to land on that coast.

## PART III.

### THE FIRST PERIOD OF SETTLEMENT.

#### 1. CLAIMS OF EUROPEAN NATIONS.

**LESSON.**—The claims of European nations in America led to many wars. Spain asked for all the southern part; Holland wanted the coast from the Connecticut to the Delaware; France demanded Canada and the interior, while England claimed all the land north of Florida.

You remember that each nation claimed as its own all land discovered by its explorers. This led to disputes between the countries that had rights in America, and often to bloody wars. When the European nations began to plan permanent colonies here, early in the seventeenth century, these claims were clearly stated.

Spain had certainly discovered the West Indies and Florida, and her explorers had gone westward beyond the Mississippi. She therefore wanted all the southern part of North America from ocean to ocean.

Hudson gave Holland a claim to the coast lands from the Connecticut to the Delaware. France demanded the valleys of the St. Lawrence, with the islands near it, and also a large territory in the interior, while England said that all of North America, from Florida to Labrador, was hers by right of discoveries made by the Cabots and others.

Now it needs a great seafaring nation to maintain successful settlements in a new country, and England, under Queen Elizabeth, had become the leading naval power in Europe. She had beaten Spain in a great war, her ships had sailed

**LESSON.** - In the seventeenth century, England was a great naval power. Drake and others had fought Spain successfully, and had made famous voyages.

on every sea and had returned victorious, laden with rich booty, and her people were ready for new enterprises.

## 2. DRAKE AND RALEIGH.

Among the many brave English captains who sought fame and wealth on the ocean, was Sir Francis Drake. He sailed along the coast of South America, captured many rich prizes, went through the Straits of Magellan, crossed the broad Pacific, and, rounding the Cape of Good Hope, went back to England loaded with plunder, and made still more famous by having sailed round the world (1577-1579).



Sir Francis Drake.

About five years after Drake had completed his voyage, Sir Walter Raleigh, who was a great favorite of Queen Elizabeth, thought he would like to start a settlement in America.

Raleigh was often in attendance on the queen, and it is said that once, when she came to a muddy place in the street, he threw his cloak down before her that she might not wet her feet, and thus gained still greater favor with the queen.

Whether this is true or not, it is certain that Elizabeth liked the gallant young courtier, and was glad to give him a title to as much land as he wanted in America.

When he received his charter, which gave him the right to establish and to govern a colony, Raleigh sent out two ships to find a suitable place for a settlement (1584). The explorers

**LESSON.**—Raleigh had twice tried to make settlements in Virginia (1585-1587). Both attempts failed, but the first colony carried to England the potato and tobacco.

landed on Roanoke Island, and were much pleased with the country and with the friendly natives, who received them very hospitably.

On their return to England, they gave such a glowing description of the land which they had visited, that the queen named it Virginia, and Raleigh began to prepare to send out a colony.

In 1585, he collected one hundred and eight emigrants who settled on Roanoke Island. But they soon became dissatisfied and re-



Sir Walter Raleigh.



The Servant's Mistake.

turned to England. In 1587, Raleigh sent a second colony of men with their wives and children to the same place. This colony disappeared and no trace of it was ever found.

When the first of Raleigh's colonies returned to England, it carried back a strange tuber, which they had found an excellent food, and a weed whose dried leaves were smoked

with great delight. Tobacco and potatoes soon became well known in England and grew into universal favor.

There is a story that, one day, when Sir Walter was sitting

**LESSON.**—At the beginning of the seventeenth century, the Spaniards had a colony at St. Augustine. All other settlements north of Mexico had been abandoned. Then the first period of successful colonization began.

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in his room smoking, his servant came in, and, seeing the cloud of smoke, thought his master was burning up, and threw a pailful of water over him.

### 3. PERMANENT SETTLEMENTS.

While many attempts had been made during the sixteenth century to plant colonies in North America they had all failed, with the exception of the little Spanish colony at St. Augustine (1565).

The French colonies at Quebec (1540) ; at Port Royal, South Carolina (1562); and on the St. Johns River, Florida (1564); as well as the English colonies founded by Martin Frobisher (1576) ; Sir Humphrey Gilbert (1578) ; and Sir Walter Raleigh (1585-1587) ; had all disappeared, and at the close of the sixteenth century, the only white settlers, north of Mexico on this great continent were a few Spaniards.

With the coming of the seventeenth century, the first period of successful colonization of North America began, and determined efforts were made by European nations to establish their claims to territory in the New World by means of permanent settlements.

The great naval power of England, and the fact that persecution in that country drove many of her best citizens to emigrate, gave her a great advantage in founding new colonies.

England is often called the "Mother Country," because most of the colonies in what we called the United States, were

**LESSON.**—Glowing descriptions of this country made many Englishmen want to come here in the hope of gain. In 1606, King James I. gave the London and the Plymouth Companies the territory called Virginia.

settled by Englishmen, thus making our country in its infancy, colonies of England.

There were two reasons why men and women were willing to leave their comfortable homes and kind friends in England and undertake a long and dangerous voyage in the little uncomfortable vessels of those days, to settle in a strange land, among a savage people.

The first reason was the hope of gain. Explorers had told pleasing stories of the boundless wealth of the New World. Its waters were full of fish. Its forests abounded in game. Its soil was fertile, and wild fruits were found everywhere. Still more than this, rich mines of gold and silver were only waiting for the hand of man to pour out overflowing wealth.

No wonder that there were many venturesome souls, who were glad to risk their lives in the attempt to gain a share in this rich land.

#### 4. VIRGINIA AND JOHN SMITH.

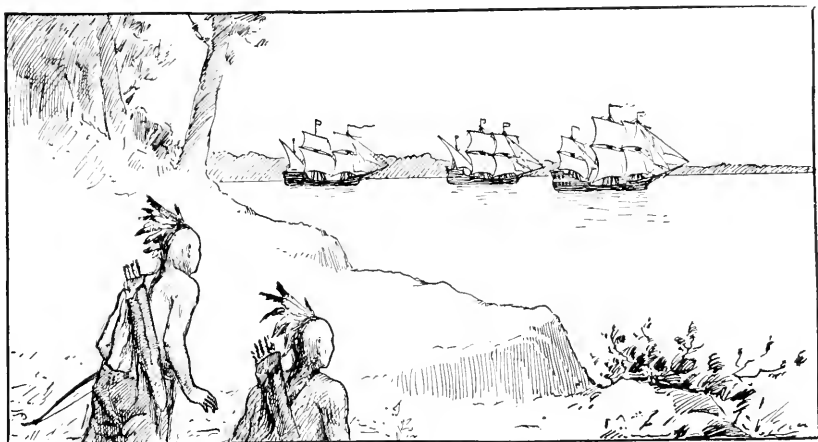
When Queen Elizabeth died and James I. became king of England, he wanted to have colonies in America ; and when, in 1606, the London and the Plymouth Companies were formed to establish settlers here, and to carry on trade with this country, he granted to each of them a paper called a charter, which gave them the control of a large tract of land then known as Virginia, that King James claimed to own in America.

The southern part, from near Cape Fear to the Potomac River, he gave to the London Company, and the northern part, from near Long Island to Nova Scotia, to the Plymouth Company.



**LESSON.**--The London Company sent a colony to America. The colonists were not the right kind of men to do the rough work in a new country.

In December, 1606, the London Company sent their ships with "39 sailors, 52 gentlemen, and 53 mechanics and tradesmen," to make a settlement on their grant. You will see that this was not a very good beginning. The men who settle a new country should be strong and hardy, ready and willing to do all kinds of rough work, and to endure great hardships. But



Sailing up the James River.

of this company, nearly half were "gentlemen," who did not know how to work, and it is said that most of the others were tradesmen, entirely unfitted to build houses, cut down trees, and cultivate a new soil.

As the three ships sailed along the Atlantic coast, they saw the broad mouth of a beautiful river, which they called the James. The soft May winds wafted the fragrance of wild

**LESSON.**—On May 22, 1607, they began the first permanent English settlement in America, at Jamestown, Virginia. John Smith was one of the colonists. He was a great boaster but an able leader.

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flowers from the cool, green woods as the colonists went slowly up the stream, and many a charming opening invited them to settle. But, for fifty miles they sailed on, until they reached the lovely peninsula which they selected as the site of their new home.

On May 22, 1607, they landed and began the settlement which was called Jamestown. This was the first permanent English colony in America.

Now the first thing to be done in a new settlement is to provide some sort of shelter. But the weather was warm and pleasant, and most of the men did not like to work. They therefore put off cutting down the trees and building log huts to live in, and slept exposed to the damp air. When summer came many were taken sick and died, and only five at one time were well enough to act as sentinels.



John Smith.

But there had come from England with the settlers a young adventurer named John Smith, who was to be the savior of the colony. He had been arrested for mutiny during the voyage, but was tried and found innocent, and the settlement soon learned his ability as a leader.

Smith was a great boaster, and told very wonderful stories of his adventures, many of which may have been founded on fact, but which, like most of the stories told of great men,

**LESSON.**—Smith said he had been a sailor, soldier and traveler, and had met with wonderful adventures in many lands.

have so increased and changed in repeating as to leave us little besides the pleasure of the tale and its moral.

According to these tales, Smith ran away from home when a small boy, to live a life of adventure. He had been a soldier, a sailor, and a great traveler. He had been ship-



Smith Trading with the Indians.

wrecked, thrown into the sea like Jonah, and for the same reason, had escaped in a wonderful way, and had fought many battles.

Once he was taken prisoner by the Turks, and, being made a slave, was given to a young lady. She sent him to her brother, who set him to work beating out grain. Smith didn't like this, and when his master struck him for being lazy, killed him, and escaped out of the country.

**LESSON.**—Smith's stories may not be true, but he saved Jamestown from ruin. He made the colonists work. He traded with the Indians for corn. New settlers came and the colony prospered.

Whether these and other stories of Smith are true or not, it is certain that he saved the Jamestown colony from ruin. When sickness had weakened the colonists and their food was nearly gone, they went to Smith and asked him to take charge of affairs. He took up the task with great vigor. He treated the Indians kindly, and traded trinkets with them for the corn needed by the hungry settlers, and he forced all who were able, to go to work. In the autumn, matters had greatly improved, and new settlers arrived, until the colony numbered several hundred.

Smith may not have believed that India could be reached through America, but, being fond of adventure, he spent weeks at a time in exploring Chesapeake Bay and the Chickahominy River.

On one of these excursions, Smith went a little way into the woods with an Indian guide, leaving his men in the boat to wait for his return.

But his men, tired of waiting, soon went on shore, and the Indians killed them. Then the red men tracked Smith and his guide through the woods. When Smith saw them, he held his guide in front of him as a shield, and retreated towards his boat, firing as he went. Suddenly he stepped into a bog and sank to his knees. There the Indians seized him and carried him as a captive to their village.

Smith to save his life, showed them his little pocket compass, which excited their attention and made them wonder. Then he told them he could make paper talk. Taking a piece

**LESSON.**—Being taken by Indians, he saved his life by showing them a compass, and by "making paper talk." When Powhatan ordered him put to death, Pocahontas saved his life. She was a good friend of the English, one of whom she married.

of paper, he wrote on it, and said to the Indians that, if they would take it to Jamestown and show it to the people, the paper would repeat the words he spoke to them.

One of them carried the paper to Jamestown, and a settler, seeing it, repeated Smith's words. This made the Indians think Smith a superior being, and they spared his life, and took such good care of him that he feared they were making him fat in order to kill and eat him.

At last, for some reason, Powhatan, the Indian chief, ordered him to be put to death. He was bound and laid on the ground with his head resting on two stones. At a sign from Powhatan the Indians raised their clubs to dash out the captive's brains.

At this moment Pocahontas, the chief's little daughter, darted out of the crowd, and protected Smith from danger with her own body, while she begged for his life. Powhatan granted her request, and soon after sent him back to Jamestown.

This is the story as told by Smith himself, and a part of it at least is true ; for there are many accounts of Powhatan, and Pocahontas, who was friendly to the English, often supplied them with food, and saved them from hostile attacks.

Pocahontas was afterwards married to John Rolfe, an



Pocahontas.

**LESSON.**—Her descendants include some prominent Virginians. While Smith was away the settlement suffered. On his return, he restored order. In 1609, more colonists arrived. Smith was hurt and went to England. The colonists again refused to work, and sailed for home.

Englishman, and went to London with him. She was presented to the King, and gained the good will of all whom she met. She died in England, but her descendants now include some of the best people in Virginia.

When Smith reached Jamestown he found but few of the colonists alive, and they were discouraged. But more settlers arrived, and Smith, who was made president of the colony, soon restored order, and, by forcing all to do their share of the work, greatly improved matters.

About five hundred settlers, including some women and children, came from England in the spring of 1609, which put new life into the colony; but some of the new comers stirred up opposition to Smith, and he became unpopular.

At that time he was badly hurt by an explosion of gunpowder, and went to England to be taken care of, leaving the colony to govern itself. Five years later he visited New England, but never saw Jamestown again. He died in England in 1631, when he was about fifty-two years old. After Smith went away, matters at Jamestown became worse than ever. The people stopped working, and idleness brought sickness and famine. The Indians became hostile, refused to supply food, and killed many of the settlers, while others died of starvation, until, in the spring of 1610, there were only sixty of the colonists left alive.

In despair, the survivors determined to return to England, and, going on board their ships, sailed sadly down the river.

**LESSON.**—Lord Delaware met them and they returned to Jamestown. Women were brought from England as wives for the colonists, who paid for their passage in tobacco, which was used as money.

But, on their way, they met Lord Delaware, the new governor, with plenty of supplies and one hundred and fifty men, and gladly returned with them to begin anew the settlement.

From that time the colony began to prosper. Young women were sent over to become wives of the colonists, and real homes made men better satisfied to live away from England. Each settler who wanted a wife had to pay the cost of her passage from England. At first this was a hundred pounds of tobacco, but it soon increased to one hundred and fifty pounds.

Since tobacco was used for money, and also brought a good price in England, where the people had grown fond of it, its cultivation became very profitable. So the settlers raised it almost everywhere on the plantations, which lined both banks of the James for more than a hundred miles, until the council ordered more attention paid to raising food for the settlers.

In August, 1619, a Dutch trading vessel brought twenty negroes from Africa to Jamestown. The settlers bought



Arrival of Women Emigrants.

**LESSON.**—In 1619, negroes were brought to Jamestown and sold as slaves. At first the London Company governed the colony, but, in 1619, it began to make its own laws.

them, and found them so helpful in raising tobacco that others were brought in, and slavery became a part of our history.

Although the charter granted to the Virginia colony promised the people the same liberties and franchises that they would have had in England, they were, for a long time, gov-



Introduction of Slaves into Virginia.

erned by agents of the London Company. In 1619, however, they were allowed to help make their own laws, and elected a house of Burgesses, which was the first representative assembly in America.

The laws passed by this body were not binding until agreed to by England, and no law made in England was binding upon the colony until accepted by this body.



**LESSON.**—In 1624, the king took away its charter, and it was a royal province until the Revolution. The colonists had trouble with the Indians. Berkeley refused to protect them. Bacon raised troops and punished the savages. Berkeley proclaimed him a rebel.

The king was not pleased with the rule of the London Company, and, in 1624, he took away its charter and appointed a governor of the colony, thus making it a royal province; and a royal province it continued to be until the Revolution, increasing in members and prosperity continually.

The colonists were greatly troubled by the Indians. When Powhatan died, his brother became chief, and planned to destroy all of the whites. At a fixed time, the Indians fell upon the settlements and killed about four hundred of the colonists.

The settlers drove them back, pursued them to their homes, and slew a great many. Some years later the Indians repeated their attack, and were badly punished again. Still, the outlying settlements continued to suffer from their raids.

At one time this caused trouble between the royal governor, Berkeley, and the colonists. Some of the remote settlements were attacked by the Indians, and they called on Berkeley to aid them. He was a cruel ruler and had no desire to help the people.

When he refused their request, a young colonist, named Nathaniel Bacon, raised a force and led it against the savages. Berkeley was angry, and proclaimed Bacon and his followers rebels. When Bacon returned, his success had made him popular, and he was chosen a member of the House of Burgesses.

Finding the governor was determined to destroy him, Bacon put himself at the head of a small force and marched against

**LESSON.**—Bacon defeated Berkeley, took Jamestown and burned it. Bacon died, and the king removed Berkeley. Many came to America to be free to worship God. Then Church and State were generally united in Europe.

Jamestown. Berkeley, like most tyrants, was a coward and gave up without a struggle, but, a short time afterwards, he again proclaimed Bacon a rebel, while he was away fighting the Indians.

When Bacon returned, he found Berkeley with several hundred men and a few vessels at Jamestown ready to fight him. Bacon at once seized and fortified the isthmus that connected Jamestown with the main land. Berkeley attacked him, was driven back, and stole away with his men by night in his vessels.

Bacon at once seized and burned the town, to prevent Berkeley's return, and it was never rebuilt. Bacon soon died, and Berkeley returned to power, but he was so cruel and unjust that the king removed him in disgrace, and he left the colony followed by the hatred of the settlers.

Their new ruler was not much better, but the colony prospered, and, the more the people were oppressed, the greater grew their love of freedom, until it burst into flame at the first stroke of the Liberty Bell.

#### 5. THE PILGRIMS—MASSACHUSETTS (1620).

The second reason that led men and women to leave their homes in England and to seek the dangers and discomforts of life in a new land, was "Freedom to worship God."

In the olden times, Church and State were generally united in Europe. That means that each government decided how

**LESSON.**—The Puritans and Separatists (Pilgrims), refused to obey the Church of England and were persecuted. In 1607, some Separatists attempted to go to Holland, and were put in prison.

its people should worship God. When Mary was queen of England the established religion was Catholic, but under Elizabeth and James the Church of England prevailed.

But whatever the State Church might be, each government tried to make all its people accept it, and if any refused to do so, they were persecuted and punished, and even put to death.

Now the English-speaking people have always loved freedom, and there were many good men and women in England who disliked the forms used in the State Church and wanted a purer, simpler service. These people were called Puritans.

Another sect was established called the Separatists, because they withdrew entirely from the State Church, and formed a separate body, in order to decide for themselves what to believe and how best to worship God.

Both Puritans and Separatists were persecuted severely. They were fined, sent to prison, and troubled in many ways. At last these people began to think of leaving England to escape from their enemies.

In the fall of 1607, a small body of the Independents, as the Separatists were called, attempted to go from Scrooby, England, to Holland, where they could worship God in their own way. But they had scarcely gone on board the ship to start on their voyage, when they were seized by the king's officers, robbed of their possessions, and put in prison.

This only made them more determined to leave England, and the next spring they hired another ship to carry them to Holland. Many of the men had gone on board the vessel,

**LESSON.**—They did not like Holland and wanted to come to America. In 1620, one hundred and two of these "Pilgrims," having returned to England, sailed in the *Mayflower* for America. In sixty-three days, on November 19, they came in sight of Cape Cod.

and the women and children were on the shore, when the Captain saw some English soldiers near the boats, and suddenly sailed away to Holland, leaving the poor women and children in the hands of their enemies. But after a while they were allowed to go to Holland, and families were there reunited.

Eleven years passed, and each year they grew more and more dissatisfied with their life in Holland, until at last they turned their faces towards the New World.

In 1619, the London Company agreed to send them to America. Knowing that their voyage would be long and dangerous, they engaged in solemn religious exercises before going on board the *Speedwell*, which took them to England. "They knew," wrote Governor William Bradford, "they were Pilgrims," and since that time they have been called the Pilgrim Fathers.

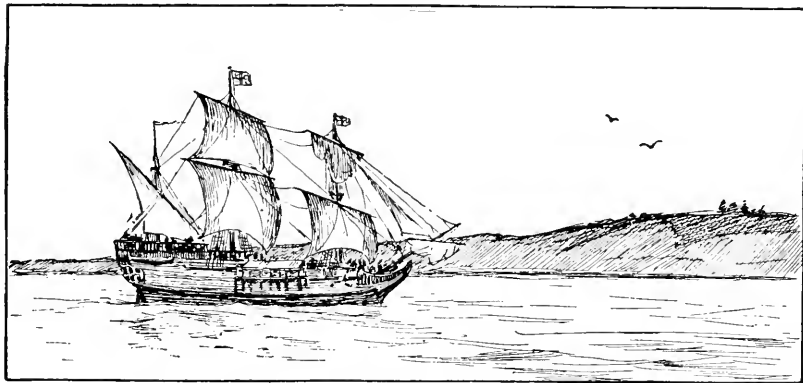
On August 15, 1620, they set sail for America in the *Speedwell* and the *Mayflower*, but the *Speedwell* began to leak, and they returned to Plymouth. As the *Speedwell* was not seaworthy, she was left behind, and, on September 16, 1620, the *Mayflower* sailed on its lonely voyage, carrying one hundred and two men, women, and children. For sixty-three days she was tossed by wind and wave, until, on November 19, through mists and storm, the bleak headlands of Cape Cod were seen.

Among the Pilgrims was an English soldier named Captain Myles Standish. He was not a Pilgrim, but liked adventures. He was short, stout, with a long yellow beard, and a temper

**LESSON.**—They entered Provincetown harbor (November 21), and landed at Plymouth on Monday, December 21, 1620.

that was easily aroused if one spoke of him as being small.

After entering Provincetown harbor (November 21), Captain Standish and sixteen men were sent out to examine the place. It was a dreary country, not suitable for a settlement, and the



The Mayflower Entering Provincetown Harbor.

Pilgrims sailed around to Plymouth Bay. There, in the midst of a cruel storm, they landed on Monday, December 21, 1620, and began to build a large log cabin to protect them from the cold and snow.

What sought they thus afar ?

Bright jewels of the mine ?

The wealth of seas, the spoils of war ?—

They sought a faith's pure shrine.

Ay, call it holy ground,

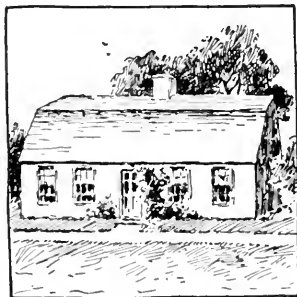
The soil where first they trod ;—

They have left unstained what there they found—

Freedom to worship God.

**LESSON.**—Before landing they elected John Carver governor, and made a few laws which they agreed to observe. Many died during the winter, and the rest suffered great hardship. In the spring they built rude homes, erected a meeting house, and began planting.

Before they landed, the Pilgrims laid the foundations of a free government, when they elected John Carver governor for a year, and agreed upon certain rules by which he and they were to be guided.



The Myles Standish House,  
Duxbury, Mass.

There were one hundred and two colonists at Plymouth, since one died on the voyage and a child was born before the people landed. About half of them perished during the long winter, and the rest suffered from so much sickness that at one time, only seven were well enough to work. But these seven, with grim fortitude and bravery, cooked the food, chopped wood for the fire, tended the sick, and looked after their comfort.

No wonder that, at times, they almost lost hope, and longed even for the persecutions of England. The snow beat into the cabin, their food was almost gone, and it seemed as if the long winter would never end. But, with the coming of spring health and hope returned to the poor Pilgrims, and they began their work of home-making.

First they built rude houses, so that each family could have its own home. Then they put up a meeting-house and placed four cannon, taken from the *Mayflower*, upon its roof. As soon as the weather permitted, they began to plant, in order to have food for the next winter.

**LESSON.**—An Indian welcomed them and Massasoit made a treaty with them that lasted for fifty years. Squanto taught them how to plant corn, to hunt, and to fish.

The colonists had seen many signs of Indians, and were afraid of an attack by them, although no savage had been near the settlement. But one day, when they were working in the fields, an Indian named Samoset, came out of the woods and called to them, "Welcome, Englishmen." He had learned a few English words from some fishermen along the coast, and was willing to help the Pilgrims. The whites treated him so well that, in a day or two, he returned with Squanto, an Indian, who said he had been to England with some sailors, and had learned to speak their language.



"Welcome, Englishmen."

Squanto and Samoset soon induced Massasoit, an Indian chief, to visit the settlers, and a treaty of peace was made with them which lasted for half a century.

Squanto was very kind to the Pilgrims. He showed them how to hunt the wild deer and turkey, and where to find the best clams, and the nicest fish. Then he brought them some corn, and taught them how to plant it in hills, the same as farmers do now. He did much to keep other Indians friendly,

**LESSON.**—The colonists and the Indians observed the first Thanksgiving together. Canonicus threatened the colonists and Governor Bradford defied him.

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and when, about a year later, he died, the settlers felt they had lost a true friend.

The first Thanksgiving in America was a strange one. Governor Bradford appointed it because the crops had been large, and the season prosperous. The Indians brought in some deer, which they had killed, and, for three days, the red men and the white men feasted together.

Meanwhile, the *Mayflower* had gone back to England, and another vessel had arrived at Plymouth with thirty-five settlers, who were too poor to bring supplies with them. They were welcomed and cared for, but it was a difficult task to supply food for them. The stock of provisions began to give out, and the people were put upon half the regular allowance.

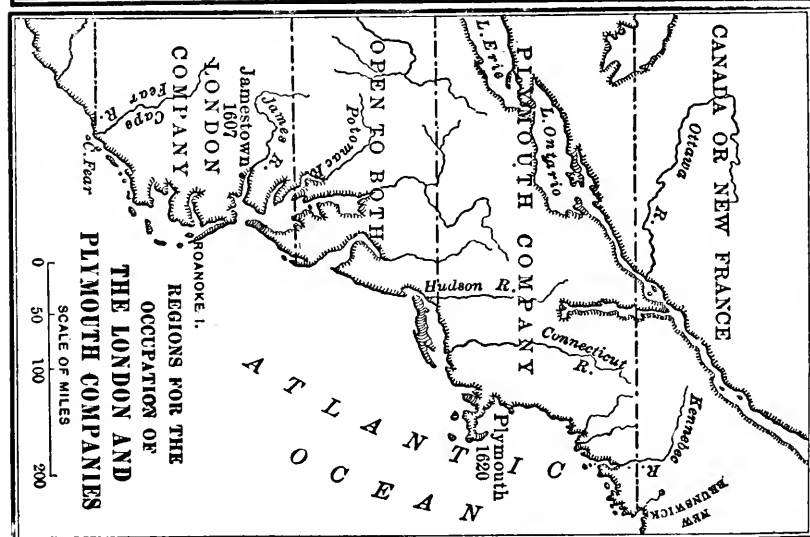
Unfortunately, not all of the Indians were friendly to the settlers, and a Narragansett chief, named Canonicus, threatened them by sending a bundle of arrows wrapped in the skin of a rattlesnake. Governor Bradford knew that this was a war message, and he boldly filled the skin with powder and ball, and sent it back as his reply. This frightened Canonicus, and he let the settlers alone.

The colonists had a hard time during the second winter and spring, but other Pilgrims joined them, and, as they learned more about the country, they found plenty of fish and game, their crops increased, and they began to feel as if they had gained a home in the Plymouth Colony.

**NOTE.**—The Pilgrims intended to land near the Hudson River, where some Dutch had settled, but were driven northward by storms to Cape Cod.



The Homes of  
**PILGRIM, PURITAN,  
CAVALIER, QUAKER  
AND CATHOLIC**  
IN ENGLAND





Ed. Kelling.

**LESSON.**—In 1628, John Endicott, a Puritan, settled a colony at Salem, Massachusetts. The Massachusetts Bay Colony received a grant of land from King Charles I. In 1630, more Puritans settled at Salem.

#### 6. THE PURITANS—MASSACHUSETTS (1630).

While the Pilgrims had been making a home at Plymouth, the Puritans had remained in England, but, as they were still persecuted, they often thought longingly of the freedom the Pilgrims were enjoying in the New World.

In 1628, a Puritan named John Endicott, with about one hundred emigrants, settled at Naumkeag (Salem), in Massachusetts. Encouraged by this beginning, a company of wealthy Puritans was formed in England (1629), and King Charles I. granted them a large tract of land, reaching from three miles south of the Charles River to three miles north of the Merrimac River, and extending from the Atlantic to the Pacific. This company was called the Massachusetts Bay Colony, and the king gave it a charter which permitted the settlers to govern themselves.

In the spring of 1630, two hundred Puritans came from England and joined the colony at Salem, which, for some years, was the most prominent of the Puritan settlements.

In the same year John Winthrop, an educated, wealthy Puritan, determined to leave the country where man was "more vile and base than the earth we tread upon," and to settle in Massachusetts.

He brought a colony of nearly eight hundred men, women and children, a large number of horses and cattle, and such



John Winthrop.

**LESSON.**—In 1630, John Winthrop brought about eight hundred colonists to Tri-mountain (Boston). Other places were soon founded. The several settlements united and sent representatives to Boston to make laws. Winthrop was the first governor. In 1692, the Puritan and Pilgrim colonies united as Massachusetts.

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implements and household stuff as are necessary in a new settlement. After visiting Salem, and examining other locations, Winthrop settled on a peninsula which he called Tri-mountain (Tremont), from three hills which crowned it. It was afterwards named Boston.

Within a year from that time, several hundred more Puritans came to Massachusetts, and founded Charlestown, Lynn, Dorchester, and other places.

At first a council of leading men made laws for the colonists and saw that they were obeyed, but, in a short time, the people took the government into their own hands, and sent representatives to Boston to make the laws.

Each settlement held its own town meeting where all free-men (church members) had the right to vote, and the several towns settled by the Massachusetts Bay Company were united under one charter with a governor in Boston.

John Winthrop was its first governor, and he guided the settlers wisely, both in public and private matters. After a while (1692), the Plymouth and Massachusetts Bay colonies united under one governor, and were called Massachusetts.

The Puritans, like the Pilgrims, had come to America to find homes where they could make their own laws, and worship God in their own way. They were honest, sturdy, God-fearing men and women, who desired to do right, and who were willing to work and suffer to gain their freedom. But

**LESSON.**—The Puritans could not understand why those who did not believe as they did, should want to live with them. When Roger Williams opposed them, he was banished, and settled at Providence.

they had been persecuted in England for not using certain forms of worship, and this had forced into their minds the idea that they knew they were exactly right in their views, and therefore everybody who differed with them must be wrong.

Then, having come across the ocean to carry out their ideas in their own way, they could not understand why, when there was plenty of land in all directions for settlers to occupy, people who did not believe as they did should try to live with them.

7. ROGER WILLIAMS—RHODE ISLAND (1636).

And so, when Roger Williams came to Salem in 1631, and began to preach and to teach that all should be allowed to believe what they pleased, and that the government should not settle the religion of the people, he was told he would better go away.



Roger Williams.

But no action was taken against him, until he said that the colonists had no right to the land on which they had settled, since the king never owned it, and therefore could not give it away. Then the people determined to arrest

him and punish or banish him.

When Williams heard of this he fled to Massasoit, and in the spring started a settlement at Providence, where he de-

**LESSON.**—The Friends were also persecuted. In 1692, the people at Salem believed in witches and determined to kill them.

clared no man should suffer on account of his religious opinions. Many persons who agreed with Williams followed him, and the colony was called Rhode Island and Providence Plantations.

Some years later a few Friends or Quakers came to Boston to settle, and the Puritans tried to make them conform to the State religion. The Friends were whipped, fined, and put in jail, but they were determined to retain their own beliefs, and finally the persecution ceased.

#### 8. THE SALEM WITCHCRAFT (1692.)

In 1692, the good people of Salem seemed to lose their senses. We cannot understand how it could happen, but they thought their town was full of witches, who had the power to injure those whom they hated.

It was supposed that these witches could change their forms at pleasure and become cats, or dogs, or other animals. It was believed that they rode through the air mounted on broomsticks like a little boy playing horse. There was no doubt in the minds of the people that evil spirits helped the witches torture their enemies. Fearful stories were told and



The Witch's Ride.

**LESSON.**—The colonists soon saw their wickedness, and persecution ceased. In 1613, the Dutch began to settle in New York.

believed about the deeds of these witches, until the people determined to kill them all as fast as they were found. So suspected people, mostly old women, were arrested, many were whipped and tortured to make them confess, and twenty were put to death.

But, when the delusion was at its height, the eyes of the people were suddenly opened, and they saw how wicked and foolish they had been. Persecution stopped and the belief in witches died out.

#### 9. DUTCH COLONIES—NEW NETHERLAND (1614).

You remember that the Dutch claimed the land around



Minuet Buying Manhattan Island.

New York on account of the discoveries by Hudson. They were great traders, and, as the country was full of wild ani-

**LESSON.**—In 1626, Peter Minuet bought Manhattan for a few trinkets. The Dutch settled there and planted colonies on the Hudson River and in Connecticut. Their governors were bad and had trouble with the Indians.

mals whose skins were valuable, the Dutch established a trading-post on Manhattan Island in 1613, and another called Fort Orange, on the present site of Albany, in 1614.

In 1626, the Dutch West India Company sent a small colony to Manhattan, and Peter Minuet, the first governor, bought the whole island from the Indians for about twenty-four dollars' worth of trinkets. The settlement was called New Amsterdam, and was the beginning of the great city of New York.

The Dutch Company was formed simply to make money in trade, and, when it found its posts were profitable, the directors bought large tracts of land, and sent out colonists to settle as far south as the Delaware River, along the Hudson to Albany, and in Connecticut.

The Dutch were very good colonists, and the large land-owners, called patroons, became rich and powerful. But the governors of the colony at Manhattan were generally bad, and the Company tried to keep all trade with the Indians in its own stores.

At first the Indians were treated honestly, but, when William Kieft was governor, he oppressed the colonists and was so cruel to the Indians that, for two years, they attacked the settlers in the fields or on the roads, until trade ceased and famine threatened the colony.



Peter Stuyvesant.



**LESSON.**—In 1638, some Swedes settled on the Delaware, and called the place **New Sweden**. In 1655, Stuyvesant captured these Swedish settlements. England claimed **New Netherland**.

After ten years, Kieft was removed, and quaint old Peter Stuyvesant was appointed in his place governor of New Netherland. He was an honest old fellow, and wanted to have the colony prosper, but he was headstrong and tyrannical, and was not willing to listen to the people, or to allow them any voice in their own government.

Although the Dutch claimed the entire coast as far as the Delaware, some Swedes started a settlement, in 1638, below Philadelphia, and named it Christina, after their queen. Other Swedes followed, and soon a hundred families were settled near there. So many of them had homes on the banks of the Delaware that the country was called **New Sweden**.



Stuyvesant Rousing the Dutch.

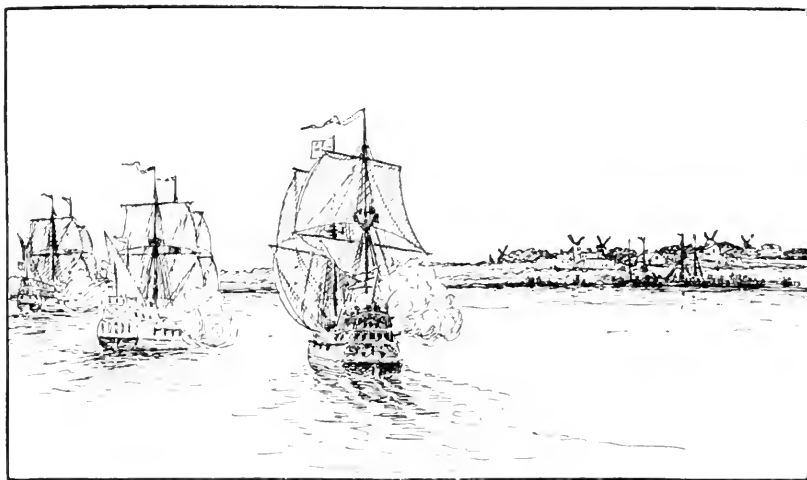
There were some quarrels between the Swedes and the Dutch, and, in 1655, Governor Stuyvesant attacked and captured New Sweden, but the colonists prospered under the Dutch, as they did afterwards as English subjects.

Now, England had never given up her claims to New Netherland, and English set-

**LESSON.**—The English took New York in 1664, and the Dutch recaptured it in 1673, but, after the war ceased, gave it back to England, and it was a royal province until the Revolution.

tlers on Long Island and in Connecticut paid no attention to Stuyvesant's threats. Finally the English thought best to enforce their claim, and, in August, 1664, a small fleet came up the bay and demanded the surrender of the city.

Stuyvesant began to prepare to repel the fleet, and stumped about the town on his wooden leg, determined never to yield.



The Dutch Capturing New York.

But the people were tired of him, and refused to fight. So he had to give up, and New Amsterdam became New York.

In 1673, England and Holland went to war again, and a Dutch fleet captured New York from the English, but, as soon as peace was declared, it was given back to England, and was a royal province until the Revolution.

**LESSON.**—The Catholics were persecuted in England. Under a charter given to Lord Baltimore, they settled at St. Marys, Maryland, in 1634. The colonists made just laws. All freemen could vote.

#### 10. MARYLAND AND LORD BALTIMORE (1634).

The Roman Catholics were persecuted in England, as well as the Puritans and Pilgrims; and they began to look westward to find a land where they would be free to worship God. Sir George Calvert, the first Lord Baltimore, came personally to America to find a suitable location for his Catholic brethren to settle.

Having decided on the place, he obtained from Charles I. a grant of land on Chesapeake Bay north of the Potomac, and named it Maryland.

Sir George Calvert died before any colonists were sent to Maryland, and his son, Cecil, took the charter in order to carry out his father's plans. In 1634, Leonard Calvert, Lord Baltimore's brother, with about three hundred English Catholics and Protestants, started a settlement named St. Marys near the mouth of the Potomac.

The colonists treated the Indians kindly, and paid for the land they occupied. The Indians were friendly, and the white and the red men lived pleasantly together.

The charter of Maryland was very liberal. The colonists had to pay the king a small tribute yearly, and were bound to make no laws contrary to those of the Mother Country. All freemen had the right to vote, and they made just laws.



Cecil Calvert.

**LESSON.**—Virginia claimed part of Lord Baltimore's land. Clayborne invaded Maryland. He was successful at first, but later, was driven away.

In 1649, the Assembly passed the Toleration Act, which gave every Christian the right to worship God as he pleased. Under such laws Catholics and Protestants lived contented and happy, but the people were not quite liberal enough to allow infidels and Unitarians a home there.

The Jamestown Council claimed land that was included in



The Settlement at Maryland.

the grant to Lord Baltimore, and William Clayborne of Virginia started two trading posts in Maryland, but was driven away. Then he collected a small army, invaded Maryland,

**LESSON.**—The colony was troubled by civil wars until the king interfered. From that time it prospered. Quakers were persecuted in England. William Penn joined them in spite of his father's opposition.

and drove Calvert out of the colony. But Calvert soon raised a loyal force and defeated Clayborne.

After a while the Protestants gained control of the government and deprived Catholics of their rights. This caused a civil war which lasted for five years, and ended in the triumph of the Catholics. For more than a quarter of a century the colony prospered, and then another religious war disturbed the people. The king interfered, and from that time until the Revolution the colony enjoyed peace and prosperity.

#### 11. PENNSYLVANIA AND WILLIAM PENN (1681).

At this time there lived in England a sect called Friends or Quakers. They did not believe in war, and refused to fight even when attacked. They were an honest, God-fearing people, who were willing to allow all men to hold their own opinions, and to worship as they pleased.

Now the Friends might have lived in England without being persecuted very much, if they had not insisted on conducting their worship in a way that was not pleasing to the State-Church.

As it was they suffered a great deal, though everybody said they were a good folk and lived honest lives. A young man named William Penn became acquainted with some intelligent Friends, and concluded to join them. He came of a wealthy family and was well educated, and his father, Admiral Penn, felt very angry when he heard that his son was a Friend.

**LESSON.**—King Charles II. gave Penn Pennsylvania in payment of a debt. The King's brother gave him Delaware. Penn sent a colony to settle on his land in 1681. His government was wise and just.

The old admiral was quick tempered, and he gave William many whippings, and tried in every way to keep him from joining this despised sect.

But William was just as obstinate as his father, and, at last, the admiral gave up and the son had his own way. William



William Penn.

was greatly troubled by the persecutions that his brethren endured, and, for a long time planned an empire in the New World, where justice, truth, and liberty should unite in a rule of peace.

When Admiral Penn died, King Charles II. was owing him about \$80,000, and William offered to take as payment the province now known as Pennsylvania. The king accepted the offer, and the Duke of York, the king's brother, added the present State of Delaware.

As soon as he had obtained the title to the land, Penn collected a body of Friends, sent them to Pennsylvania to begin the colony (1681), and let it be known all over England that this colony would be a refuge for those who suffered for conscience's sake.

His plan of government was wise and just. He allowed no settler to take land without buying it from the Indians. He forbade all persecution. The right of trial by jury was established. Sunday was appointed as a day of rest. Every

**LESSON.**—In 1682, he founded Philadelphia, and made a lasting treaty of peace with the Indians. He gave the Delaware settlers a separate government.

child of twelve years of age had to learn a trade, and the colonists were allowed to make their own laws.

In 1682, Penn came to visit his colony, and was heartily welcomed. While he was there he laid out the city of Philadelphia, and made a treaty of peace and friendship with the Indians, which was never broken.

A great elm tree, which stood near Philadelphia, was shown for years as the place where Penn met the red men to make the treaty. It is said that when the Indians gathered under the tree they were armed against treachery; but seeing that Penn had no sword or gun, they threw their weapons away and talked with him as friend to friend.

Penn told them he did not believe in war, but in treating all justly and honestly in order to live in peace. They were moved by his words, and said they would be his friends as long as the sun and moon remained in the heavens.

Penn went back to England soon after this, and, on his return, finding that the Delaware settlers desired a separate government, he permitted it, though



Penn's Treaty.

**LESSON.**—Penn was imprisoned in England for debt. He died in 1718. Under the care of Penn's sons, the colony prospered. In 1664, the Connecticut colonies united under a charter from King Charles II.

they were under the same governor until the Revolution.

When Penn again returned to England, he was unjustly



The Wampum Belt of Peace.

arrested and imprisoned for debt, and died in 1718, soon after his release. After his death, his sons controlled the colony, and as they carried out their father's plans, it became rich and prosperous.

## 12. OTHER COLONIES. CONNECTICUT (1634).



Andros Demanding the Charter.

The first colonies were hardly established before they began to send out explorers and settlers into the neighboring territories. The Dutch from Manhattan, and the English from Massachusetts, made settlements in Connecticut, and both claimed the right to that land.

In 1664, the different colonies in Connecticut united under a charter obtained from King Charles II. in 1662, which



**LESSON.**—When in 1687, Andros demanded the charter from the Assembly at Hartford, Captain Wadsworth hid it in an oak tree, where it remained until William became King.

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remained in force for more than a hundred years, in spite of the attempts of England to take it away.

In 1685, King James thought the colonies had too much liberty, and concluded to take away their charters. He sent to New England a tyrant, named Sir Edmund Andros, to be governor. Andros tried to get the charter from Connecticut, but the colonists wanted to keep it.

One day he went before the Assembly at Hartford (1687), and demanded the charter. The Assembly put off giving it to him until after dark, when candles were lighted. Then he ordered the charter brought into the room. The paper was laid upon the table, but just as he was about to take it, the candles were blown out. When they were relighted the charter could not be found. Captain William Wadsworth had carried it off and hid it in the hollow of an old oak. This tree was afterwards called the Charter Oak, and was taken great care of by the people as long as it lived.



The Charter Oak.

The charter remained hidden in the oak until King William drove James from the English throne. Then more liberty was given to the colonists, and the Charter Oak gave up its trust.

**LESSON.**—Maine was a province of Massachusetts. New Hampshire was one of the thirteen original States. New Jersey was settled by the Dutch and English. It became a separate colony in 1738. Emigrants from Virginia settled at Albemarle, Carolina, in 1663.

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13. NEW HAMPSHIRE (1623).

Colonists from Massachusetts spread over Maine and New Hampshire, making little settlements here and there under the protection of Massachusetts. Maine was a province of the parent State, but New Hampshire became an independent colony about a century after it was settled, and remained so until the Revolution.

14. NEW JERSEY (1617).

New Jersey was settled by the English and the Dutch, and was at first a part of New Netherland. Later, the Duke of York gave it to Lord Berkeley and Sir George Carteret. It was divided into East and West Jersey.

Carteret sold his share to William Penn, and Berkeley traded his to some English Quakers. Then the two provinces united under the name of New Jersey, and were a part of New York for some years, when the colony again became independent (1738), and remained so until the Revolution.

15. NORTH AND SOUTH CAROLINA (1663).

Virginia, like Massachusetts, sent out colonists far and wide. A party of emigrants from that colony made the first settlement in the great territory of Carolina, at Albemarle (1663). A short time afterwards, King Charles II. gave that country to Lord Clarendon and a few other noblemen, who formed a plan to found a great empire. But the settlers

**LESSON.**—The soil and climate of Carolina attracted many settlers. In 1729, it became North and South Carolina. The settlement of Georgia began in 1733. English laws were then oppressive to poor debtors.

liked their own form of government better, and so the model plan was never really tried.

The soil and climate of Carolina attracted English, Irish, and Scotch settlers, and also many Huguenots, or French Protestants, who had been persecuted in France on account of their religion.

In 1729, the king of England bought the whole country from its owners and made it a royal province. He divided it into North and South Carolina, and gave each a separate government.

North Carolina was rich in its great forests of pine, the source of rosin, tar, and turpentine. South Carolina began early the cultivation of rice, and, as the soil and climate were suited to its growth, it became the chief product of that colony.

#### 16. GEORGIA AND OGLETHORPE (1733).

The last of the thirteen colonies to be settled was Georgia, where the first settlement was made in 1733, only about forty years before the Revolution.

At that time the laws in England were very oppressive to poor debtors. If a man owed even a shilling, his creditor could put him in jail and keep him there until he paid it, so that a poor man sometimes spent years in prison and died there still in debt.



James Oglethorpe.

**LESSON.**—General Oglethorpe pitied the poor people and planned to bring them to America. The king gave him a province, and he founded Savannah in 1733. The colony did not prosper at first.

There was then living in England a noble, educated gentleman named James Oglethorpe. He had served faithfully as a general in the army of his country, and, on returning home, had become a member of Parliament.

When his attention was called to the hundreds of poor people who were shut up in prisons for debt, while their wretched families suffered and starved, he secured the passage of laws to help poor debtors. Then, when a rich man died and left his wealth to be used in paying the debts of deserving debtors who were kept in jail, Oglethorpe persuaded Parliament to use this money in colonizing these poor debtors in America.

The plan was popular. The funds were largely increased by the government, by the Bank of England, and by gifts from the rich, until it was decided to set apart a province to be named Georgia, in honor of King George, where these poor people could find a home.

The king granted a tract of land south of the Savannah River to Oglethorpe and his friends, and in November, 1732, he sailed from Gravesend with one hundred and twenty emigrants. In January, 1733, they reached Georgia and settled at Savannah.

Oglethorpe treated the Indians justly and paid them for their land, but the colony did not prosper very well because most of the colonists were not the right class of men to succeed in a new country.

Then Oglethorpe obtained two acts of Parliament, one

**LESSON.**—Spaniards from Florida attacked Oglethorpe and were repulsed. By a stratagem they were led to retreat to Florida.

forbidding slavery, and the other, the importing of liquor into the province. As liquorselling was quite profitable, and as the neighboring colonies used slaves, the people did not like these laws, and they were not carried out.

The Spaniards in Florida claimed a part of this territory, and, in May, 1742, two thousand Spanish troops arrived at St. Augustine to enforce their claim. Oglethorpe heard of this, and raised a force of about eight hundred whites and Indians, with which he repulsed the first attack of the Spaniards.

Then he planned to surprise them by a sudden assault on their camp, and, marching by night to a point near them, he drew up his soldiers for battle.

At this time a spy escaped in the darkness into the Spanish camp. Oglethorpe knew that if the Spanish found out how few men he had, they would attack and destroy his force, and so he wrote a letter to the spy, asking him to tell the Spaniards that the English were weak, and to urge them to make an attack at once, or at least to keep them there for three



Oglethorpe's Letter.

**LESSON.**—Georgia did not attract settlers at first, but became prosperous after it was made a royal colony. In 1608, Champlain made the first permanent French settlement in America, at Quebec.

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days, when large reinforcements would reach the English army.

Oglethorpe gave this letter to a Spanish prisoner, and set him free on his promise to hand it to the spy. But when he reached the Spanish camp, he was searched and the letter was found. The officers read it and arrested the spy. Of course they did not believe what he told them, and when three English ships appeared off the coast, the whole Spanish force fled to Florida, leaving most of their artillery and many supplies.

For some reason Georgia did not attract many settlers, and, in 1732, the white population was hardly two thousand. In June, 1752, the trustees gave back the charter to the crown, and Georgia became a royal colony. From that time the province prospered, and its fertile plains were soon covered with villages or dotted with plantations.

#### 17. FRENCH COLONIES: CHAMPLAIN, MARQUETTE, JOLIET, AND LA SALLE (1608-1718).

You remember that in the sixteenth century, the French had failed in their attempts to make permanent settlements in America. They did not, however, give up their claim to a part of this country.

In 1608, Samuel Champlain, a celebrated French pioneer, sailed up the St. Lawrence as far as the present site of Quebec.

He selected that as a suitable place for a colony, and began the first permanent French settlement in America. He ex-

**LESSON.**—From Quebec, the French priests and traders started missions and trading posts further west. In 1673, Marquette and Joliet explored the valley of the Mississippi as far as the Arkansas River.

plored all the country near Quebec, and discovered the beautiful lake to which he gave his name. Many French settlers came to Canada. Some were traders, and others, Catholic priests, who dared all dangers and privations in their missionary work.

Hand in hand the trader and priest went out into the far West from Quebec. Through the valley of the St. Lawrence and along the Great Lakes they established trading-posts and missions. As they spread here and there over the country, the Indians told them of a large river that, rising in the north, flowed south through fertile valleys to the Gulf of Mexico.

There were some among the French settlers who understood the value of this great valley, and thought they would explore and claim it for France. In 1673, Father Marquette and a fur-trader named Joliet, set out to explore this valley of the "Father of Waters." They soon reached the Wisconsin River, and, in their little canoes, floated down the stream until it brought them into the Mississippi.

For days they were carried southward by the mighty waters. Now and then they landed to feast their eyes on the beautiful country. It was a wonderful panorama of forest, hill, and prairie that seemed to glide by them as they drifted swiftly along. For nearly three weeks the river bore them towards the Gulf, until they reached the mouth of the Arkansas. When they landed there to rest, the Indians met them kindly,



Champlain.

**LESSON.**—In 1682, La Salle explored the Mississippi to its mouth and claimed Louisiana for France. In 1684, he attempted to plant a colony in Louisiana but failed, and was killed by his men.

but told them of hostile tribes farther down the river. Satisfied that they had found what they sought, Marquette and Joliet paddled their way back to Canada to tell the story of their voyage.

The news of their discoveries soon spread through the country, and La Salle, who had spent years in explorations, thought he would go down the Mississippi to the Gulf. He succeeded in doing this and reached the Gulf of Mexico in April, 1682.



La Salle.

La Salle built little forts here and there down the river, not only to prove that he had been there, but to establish the rights of France to that country. He also claimed a great territory at the river's mouth, and named it Louisiana.

When he returned to France, he determined to plant a colony in Louisiana, and King Louis XIV. of France gave his consent.

In 1684, La Salle sailed from France with a small colony, but the captain of the vessel could not find the mouth of the Mississippi, and finally reached the coast of Texas.

There La Salle quarrelled with his captain, who put him and his companions on shore and abandoned them. They tried to find the river, but could not reach it, and then started to walk the two thousand miles that separated them from Canada. Before they had gone very far, his men rebelled and killed him.



**LESSON.**—In 1718, the French founded New Orleans. They traded with the Indians for furs which were sent to Europe. Both French and English claimed the same territory and were ready to fight for it.

A few years later the French made settlements in Louisiana and founded New Orleans in 1718. Then they built a chain of forts and trading-posts along the great valley of the Mississippi, from the Gulf to Canada, and claimed all the central part of the country. This left to the English only the narrow strip of land on the coast settled by English colonists.

The great valleys of the Mississippi and its tributaries, and of the St. Lawrence were full of fur-bearing animals. The Indians were good hunters and brought many furs to the missions and trading posts of the French to exchange for trinkets. These furs were floated down the rivers in canoes to New Orleans or Quebec to be shipped to Europe. The traders treated the natives kindly and many of them married Indian maidens. Soon little villages grew up around the missions, the land was cultivated, and trade in furs and farm products rapidly increased. More colonists came from France and the settlements multiplied and flourished.

The English were not satisfied with their narrow territory along the coast. They began to understand the value of the fertile hunting grounds in the interior, and wanted a share of the fur trade with the Indians. The French also were not contented with the rich country they held, but longed to control the valleys of the Hudson, which they claimed for France. Therefore, when England and France went to war, the French and English settlers in America were ready to fight for the possession of the country.

## PART IV.

### BEFORE THE REVOLUTION.

#### 1. WARS WITH THE INDIANS AND THE FRENCH (1636-1748.)

**LESSON.**—During the terrible wars with the French and Indians, New England suffered greatly. The Pequods in Connecticut attempted to kill all the whites, but were destroyed. Then King Philip's war began.

THERE were many terrible wars between the colonies and the Indians. Some of these were brought about by the injustice of the white men, and some by the home quarrels between France and England.

For, whenever these two countries had trouble, the colonists here took it up, and the Indians generally helped the French. New England suffered especially from the Indians during King William's (1689-1697), and Queen Anne's (1702-1713), and King George's (1744-1748) wars.

Before this there was the Pequod war in Connecticut, when Roger Williams kept the Narragansetts from joining the Pequods in an attempt to kill all the whites, which was ended only by the destruction of the entire Pequod tribe.

And then came King Philip's war, which was carried on all over New England, and was full of horrors that one shudders to relate.

King Philip was a wise leader and a brave chief. He saw



King Philip.

**LESSON.**—Philip hated the whites and planned to unite the Indians to kill them. First they destroyed Swansea, then they made sudden, savage attacks on many places. Twelve settlements were blotted out.

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how rapidly the pale-face was occupying the red man's land, and believed that, unless the settlers were all killed, the Indians would soon be driven from their homes forever.

He also hated the whites because he suspected that they had poisoned his brother, and on account of the injustice with which they treated his race. As he thought over these things, he formed a plan to unite the Indians in a war to destroy all the whites in New England.

The first attack was made at Swansea, Massachusetts. On a peaceful Sunday morning, while the unsuspecting people were on their way to church, the Indians shot and tomahawked them without mercy. The news soon spread through the settlements, and the colonists united to defend their homes. But there seemed to be no place safe from attack. Often at night a band of savages would swoop down upon the settlers, burn their houses and tomahawk the inmates.

From their hiding-places in the woods, the Indians would shoot down the farmers in their fields or the traveler on his journey. Often the words of the preacher were interrupted by the loud war-whoop, and the people would seize their guns and rush out to repel their cruel foes. More than forty settlements were attacked by the savages, and twelve were blotted out. A strange story is told about the assault on Hadley.

A large body of Indians attacked the settlers and were driving them back with great slaughter. Suddenly a tall, noble-looking old man, whose long, gray hair and beard

**LESSON.**—**Hadley** was saved by an unknown leader. When **Philip** was killed, the war ceased. During the **Intercolonial wars**, many colonies were attacked by the **French**. In **1690**, they destroyed **Schenectady**.

gave him an almost supernatural appearance, rushed into the midst of the fight, and taking command, drove the Indians back defeated. Then he disappeared as strangely as he came.

Many believed God sent him to the deliverance of Hadley. Others thought he was one of Cromwell's soldiers who had voted to kill Charles I., and who had to flee to America to save his life.

The colonists finally adopted the Indian mode of warfare, and showed no mercy to age or sex. They destroyed the Indian wigwams and their forts, and left few savages alive to tell the tale. At last, defeated and a fugitive, Philip went back to his old home at Mount Hope, Rhode Island, to die. There he was killed by a hostile Indian, and the war was over.

For more than half of the fifty-nine years that covered the period of the intercolonial wars, as the home conflicts between the American colonies of England and France were called, the colonists suffered from the attack of the Indians aided by the French from Canada.

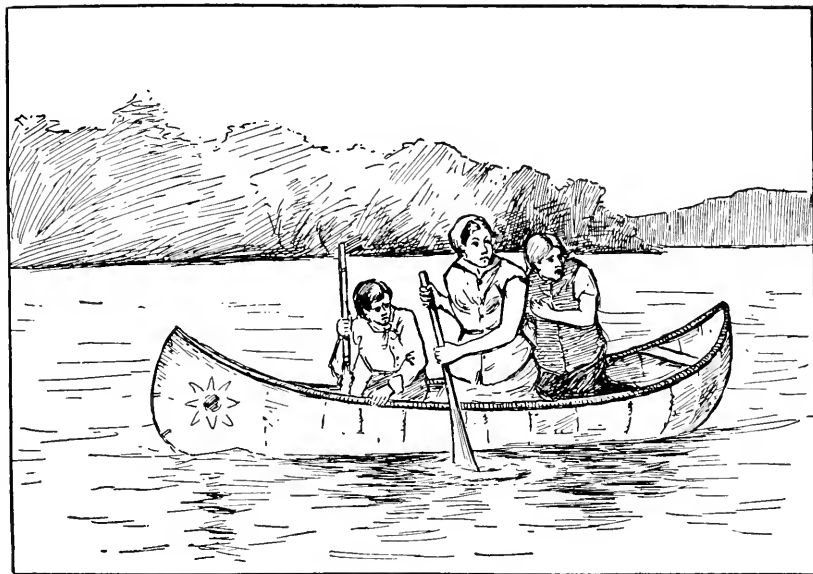
One night in the winter of 1690, the sentinels at Schenectady, New York, thought it was too cold and stormy to stay on guard. So they made snow images to watch for them, while they went away to their warm beds.

At midnight the Indians and French entered the town. Suddenly the fearful war-whoop broke the stillness of the night, and the poor people were waked from sleep to fall before the deadly tomahawk. Men, women, and children were

**LESSON.**—In 1697, they attacked Haverhill (Massachusetts), killed many settlers and carried others away captive. Among the prisoners was Hannah Dustin.

dragged from their homes and murdered, and the town was laid in ashes. Only a few inhabitants escaped to tell the story of that dreadful night.

In Haverhill, Massachusetts, stands a monument to the memory of Hannah Dustin, and this is the story of her bravery as handed down for years among the settlers.



The Escape of Hannah Dustin.

In March, 1697, the Indians attacked Haverhill. Many of the people were killed and some were carried away as prisoners. Among the captives were Mrs. Dustin with her little babe, and a nurse, and a boy who could understand what the

**LESSON.**—Mrs. Dustin, a nurse, and a boy killed ten of their captors and escaped. Deerfield was destroyed and many other settlements suffered, but the colonies prospered and the Indians were finally subdued.

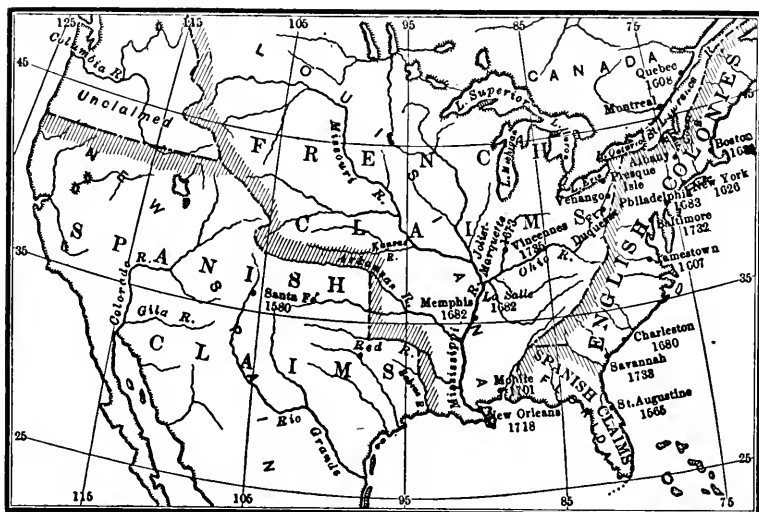
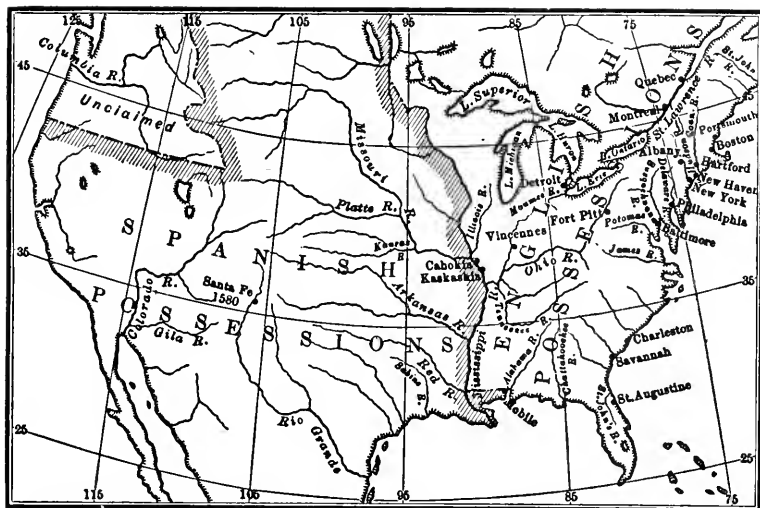
Indians said. The savages killed the babe and hurried the others off into the woods. One day the boy heard the Indians talking, and he told Mrs. Dustin that they were taking their prisoners to the home of the tribe to torture them.

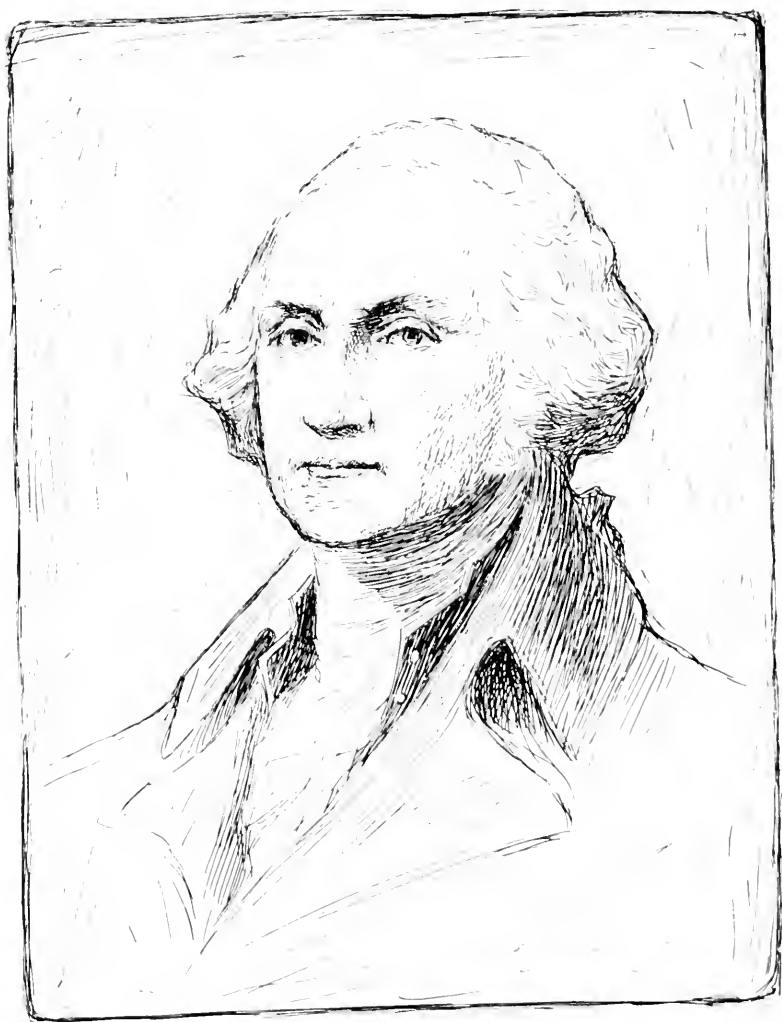
There were nine male Indians and three squaws in the party, and Mrs. Dustin, made desperate by the situation, thought she would try to kill them and escape. She spoke to the nurse and the boy about it, and they promised to help her. One night, when the Indians were all sleeping soundly, the three prisoners arose, and taking the tomahawks of the Indians, killed ten of the twelve sleepers. One squaw and a boy woke up and ran into the woods. Then Mrs. Dustin and the others began their long journey to their home in Haverhill, which they reached in safety.

In 1704, the pleasant town of Deerfield was destroyed by the French and Indians. Many of its inhabitants were murdered without mercy, and more than one hundred were carried away captive.

During all these years until the Revolution, many settlements were attacked, and thousands of settlers were killed, and yet the colonies increased in wealth and population, while the Indians were gradually subdued, and forced to let the settlers alone.

While these wars continued the New England colonists attacked the French in Canada. The town of Port Royal was captured, and the entire province of Acadia (Nova Scotia) was held by the English. The French had a great fort with solid







**LESSON.**—During these wars the colonists captured Port Royal, Acadia, and Louisburg. England and France claimed the same territory in the interior and the French troubled the English settlers there.

walls thirty feet high, at Louisburg, on Cape Breton Island. It was the strongest fort in America, and the French thought it could not be taken.

Colonel Pepperell of Maine, with a few thousand New England settlers, was sent to capture it. Six weeks later he sent word to the colonies that he had taken Louisburg, in spite of its granite walls and big guns.

England made a treaty with France at the close of the intercolonial wars, and gave Louisburg back to her, to the great disgust of its captors.

## 2. WASHINGTON AND THE FRENCH AND INDIAN WAR (1754-1763.)

As the years passed by, and the French and the English settlements increased in numbers and spread over more territory, it soon became understood that, before long, there would be war between these nations to decide their claims in America.

In 1748, some English and Virginian traders formed the Ohio Company, whose purpose was to settle emigrants near the Ohio River, and to establish trading posts. The king gave this company a grant of half a million acres in that section. Virginia claimed nearly all of this land, and several other colonies had grants that covered a part of it. But the French held this territory by right of discovery and settlement, and since they had some forts there filled with soldiers, they could annoy the English settlers and break up their trade.

The Ohio Company complained to Governor Dinwiddie of

**LESSON.**—Governor Dinwiddie thought he would send a messenger with a letter of complaint to the French commander five hundred miles away. George Washington was born in Virginia, February 22d, 1732.

Virginia, and he thought best to send a letter to the French commander, asking for an explanation of the actions of the French, and warning them against trespassing on English soil.

But the French commander was more than five hundred miles away, and a messenger must be sent to deliver the letter. It was a very long and dangerous journey through pathless woods, over broad rivers and among hostile Indians.

He must be a brave and resolute man who would undertake the task in the depth of winter, when the country was almost impassable. But it seems that, when a great crisis demands a great man, Providence has one prepared for the work. At least it was so at that time.

About twenty-two years before this trouble began, a boy named George Washington was born at Bridge's Creek, in Westmoreland County, Virginia, on February 22, 1732. His father, Augustine Washington, was a Virginian planter. His mother, Mary, was a good sensible woman and a faithful wife and mother.



Birthplace of Washington.

At that time, Virginia, like most Southern colonies, was a land of plantations. Scattered here and there, these great estates formed little communities by themselves. Each planter had his slaves to do the work on the plantation, and this in-

**LESSON.**—The Southern planters had slaves to do all kinds of work. There were then no railroads, steamboats or coaches. There were few schools and it was difficult to get an education.

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cluded not only the field workmen, but carpenters, blacksmiths, masons, cobblers, and other classes of laborers needed in every village.

This was necessary, since the plantations were far away from the centers of trade like Richmond, and mechanics could not well be brought so far to do the required work.

The roads were poor, and there were no railroads, steamboats, or even stage coaches, to carry people from one place to another. The mail was sent on horseback to places away from the river, and arrived about once in two weeks. Each planter raised the things necessary for use on the plantation, and as much tobacco as he could cultivate; for tobacco was always in demand by the traders and was the chief export.

Many plantations bordered on the rivers, and trading was carried on in vessels that brought such supplies as the planters needed, and carried away the tobacco they raised. Most of the clothing worn on the plantations was made from cloth woven by women. But many planters ordered from England rich dresses for their wives and fine suits of clothes for themselves. There were few books and fewer schools, but planters often hired tutors to live with them and teach the children, or, in some cases, sent their sons and daughters to England to be educated.

On one of these plantations George Washington was born, and among such surroundings he grew up to manhood. It would be of great interest to read a true story of his boyhood, but the legends told about it only show that greatness tends

**LESSON.**—Washington's father died when George was eleven years old, but his mother reared him wisely. He was studious and fond of athletic sports. At fifteen he began to work as surveyor.

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to the growth of imaginative stories of the unknown in the life of a hero. His father died before George was eleven years old, and left him to the care of a mother peculiarly fitted to develop both the mind and the body of her son. To him she devoted her life with a true mother's love, and the results prove the wonderful power, and far-reaching influence, such a mother has over her children.

At school he studied arithmetic, geometry, and surveying, and applied his knowledge by helping surveyors with their work. He was fond of athletic sports and games, and grew to be a tall, muscular lad, who easily surpassed his associates. At one time he wanted to go to sea, and urged his mother so strongly that she almost gave her consent. But when he was nearly ready to go on board the ship, he saw that she could not bear to have him leave home, and cheerfully gave up his own plans to please her.

When he was fifteen, George went to Mount Vernon to live with his half brother Lawrence, who had married a relative of Lord Fairfax. Fairfax owned a great deal of land in the unsettled country beyond the Blue Ridge Mountains, and wanted to have it surveyed. He employed George to do the work, and was so pleased with the result that he had Washington appointed public surveyor.

The three years he spent in this work gave him experience, made him cool and self-reliant, and so developed his body that he was the strongest, sturdiest young man in Virginia.

It was this young man whom Governor Dinwiddie selected

**LESSON.**—This work developed both mind and body, and made him an intelligent, sturdy young man. Washington carried the Governor's letter to the French commander who refused to give up the territory.

to be his messenger to the French. Washington accepted the dangerous mission, and, with a few companions led by a hunter named Christopher Gist, he started for the French forts.

They went on and on through a wilderness peopled with hostile Indians, until they had traversed almost the entire breadth of Eastern Virginia, over the Allegheny Mountains, through Western Maryland, and across Western Pennsylvania, to the northwestern corner.

At last the fort was reached, and the letter was handed to the French commander. He received Washington in a friendly manner, but, in reply to the letter, said that the country belonged to the French and that they would stay there and defend it.

With this reply, Washington and Gist started to return to Virginia. Soon their horses gave out and were left behind. Then the Indian guide proved treacherous and tried to kill Washington. Fearing that the guide would bring other Indians to attack them, they hurried on all night and most of the next day, until they reached the Allegheny River.



Washington and the French General.

**LESSON.**—Returning he overcame great dangers and brought the reply to the governor, who, in the spring, sent him back with a small force to protect the English settlers, but the French drove him away.

It was full of floating ice, and, as they were crossing it on a raft, Washington was thrown into the icy waters. But he was soon on the raft again, and the two men floated to an island where, in fear of the Indians, they passed the cold winter night. In the morning, the river was frozen, and they pressed forward through snow and over mountains, until they reached the settlements and gave Governor Dinwiddie the letter.

It was plain to the governor that a conflict was certain, and, in the spring, he sent a small army with Washington second in command, into the disputed territory. But the French had driven out some traders and built Fort Duquesne, where Pittsburg now stands.

As the English came near the fort, Washington was sent out with a few men to see what the French were doing. He was attacked at Great Meadows and defeated the French. The English commander died, and Washington took charge of the force. Knowing that the whole body of French and Indians would soon attack them, Washington built a fort and waited for them. Although the Virginians fought bravely they were outnumbered and, when Washington found that the ammunition was giving out, he surrendered the fort and marched home again.

England then thought it time to help the colonists, and, the next year, sent General Braddock with two regiments of regulars to fight the French. He was joined by about a thousand militia from Virginia, Maryland, and New York.

Now General Braddock may have been a brave soldier, but

**LESSON.**—The next year, Gen. Braddock with some regulars and American militia, marched against the French. The army was ambushed, Braddock was killed, and the regulars fled. Washington protected their retreat.

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he certainly was a foolish leader. He was accustomed to fighting in regular order, and did not understand the way a battle was carried on in the woods. Being very stubborn, he refused to listen to the advice of those who knew more than he did, but set out in grand style, with drums beating and flags flying, to capture Fort Duquesne.

Fortunately for the army, Braddock had given Colonel Washington a position on his staff. The troops went on without much trouble until they were near the fort. Then, as they were marching through a ravine, the French and Indians poured in a deadly fire from their hiding places among the rocks and trees, and the regulars, unable to reply, finally broke and ran away.

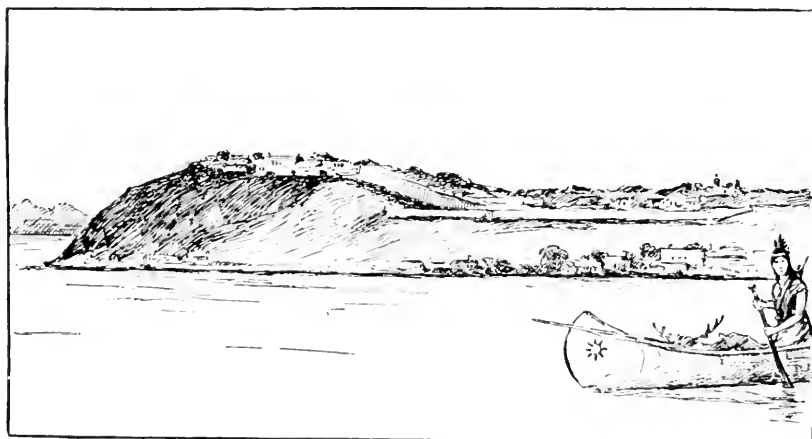
Braddock fell mortally wounded, and with the frightful war-whoop the Indians rushed after the English to complete their destruction. But Washington and the brave colonials took up the fight. Posting themselves behind the trees and rocks, they gave bullet for bullet and protected the rear of the retreating army.

This gave Washington a high reputation, and made him known all over the colonies as the man who saved Braddock's army from complete destruction.

This was the real beginning of the French and Indian war. At first the French gained several victories, but, at the end of two years, the English had captured Louisburg, Ticonderoga, Crown Point, and Fort Duquesne, and had driven the French out of the colonies into Canada.

**LESSON.**—The war had begun. The French, at first, were victorious but at the end of two years were driven back into Canada, and, in 1759, General Wolfe was sent to capture Quebec.

At that time, Quebec was the strongest city in America, and was the key to Canada. It was built on a high bluff, protected on three sides by water, while the fourth side was an almost inaccessible precipice. In the summer of 1759, General Wolfe, with eight thousand British soldiers, was sent to capture this strong city. He besieged the place for some time with no



Old Quebec.

prospect of success, but, at last, finding a narrow path leading to the heights that overlooked the city, Wolfe led his army by night up to the Plains of Abraham.

When morning came and the Marquis Montcalm, who commanded the French, saw the British in line of battle before the city, he quickly led his army out of Quebec and attacked the enemy. For a time the result was doubtful, but British



**LESSON.**—The city was taken but Wolfe and Montcalm, the French commander, were killed. In 1760, the army at Montreal surrendered, and in 1763, France gave up all claims to territory on the mainland.

valor and discipline finally prevailed. As Wolfe fell mortally wounded, he heard the soldiers near him shouting, "They fly, they fly!" "Who fly?" asked the dying hero. "The French," was the reply. "Then," said he, "I die contented."

The French retreated into Quebec, carrying with them their brave commander, who was also wounded unto death. When told that he had only a few hours to live, he said, "So much the better. I shall not live to see the surrender of Quebec." Five days later the city surrendered, and, in the following year, the whole French army at Montreal were made prisoners of war.



Marquis de Montcalm.



General Wolfe.

In 1763, a treaty was signed at Paris. France gave up to England all her possessions east of the Mississippi, except two fishing stations near Newfoundland, and ceded to Spain her lands west of the Mississippi. Spain yielded Florida, and Louisiana east of that river, to England. This ended all claims of the French to our territory.

### 3. LIFE IN THE COLONIES BEFORE THE REVOLUTION.

When people move from one place to another, they carry with them their old customs, habits, and beliefs, and this was true of the colonies in America. The State and Church were

**LESSON.**—The colonists retained their old customs and beliefs and expected all to conform to them. In most colonies only church members could vote. The laws were severe, and cruel punishments were inflicted.

united in England, and it was generally believed that the State ought to govern, even in little things, almost every act of its citizens.

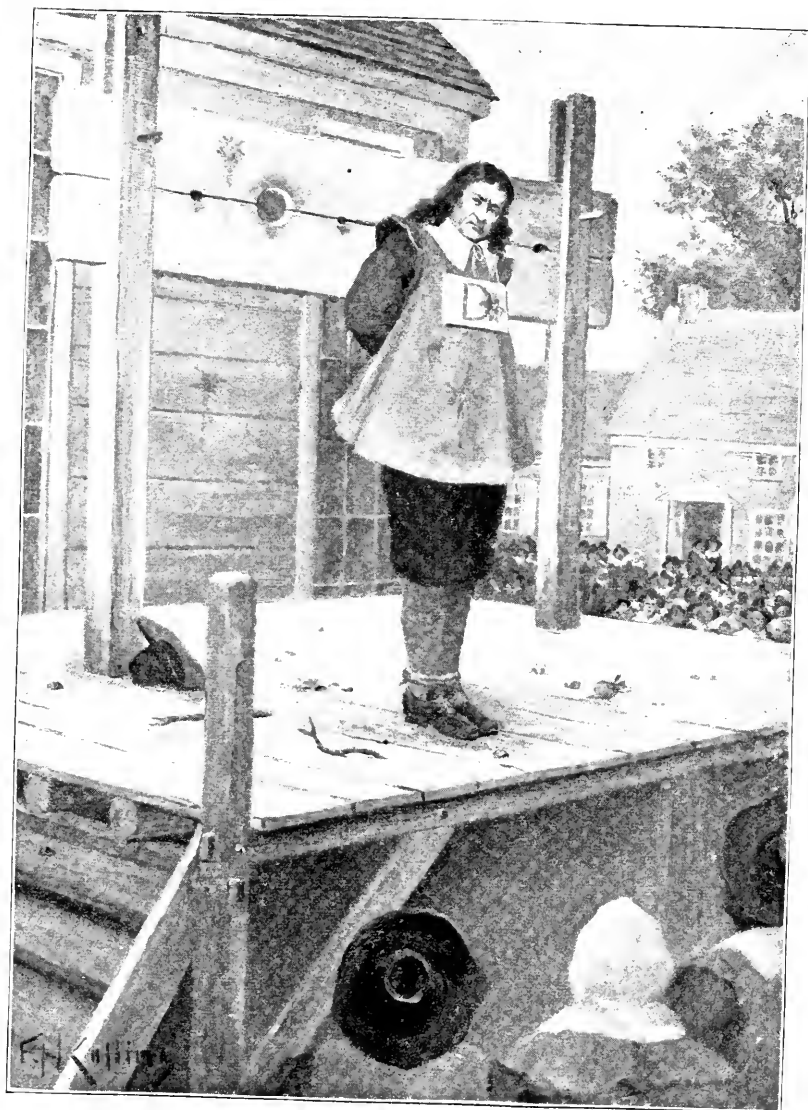
In religious matters, but little difference of opinion was allowed in most of the colonies, and the Sunday laws were very strict, while quite generally only church members were permitted to vote.

Laws in regard to religious observances and morals were severe in nearly all the colonies. Drunkenness was punished by the pillory or the stocks; by branding the hand; by flogging; by boring the tongue, and by many such punishments. Some crimes were punished by making the criminal wear on his breast a letter showing the crime. A woman scold was tied to the ducking-stool, which was a seat fastened to the end of a long plank extending over the water in such a way that the scold could be dipped in the water, until she was supposed to be cured of her desire to put her tongue to a wrong use.



The Pine-tree Shilling.

At first all money used came from England, and there was very little of it in America. After a while the colonies began to coin money of their own. There was not much need of it, as trade was carried on chiefly by exchanging one thing for another. Different industries flourished in the various colonies. Thus rice and tobacco be-





**LESSON.**—Trade was chiefly by barter. Each section had its special industry. The roads were bad. Transportation by water was the best. There were few mail-routes. In the South people lived on plantations.

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came staples in the south; trade with the Indians for furs was the leading industry in Manhattan; while New England began to build ships to go far north for whales, on the banks near Newfoundland for codfish and mackerel, and along the coast, to the West Indies, and to England, to carry on the trade between those places and the colonies.

In those days people traveled by water as much as possible, since that was the safest and quickest way. In the villages there were passable streets, but the roads between the settlements were very bad, and this was a long time before rail-roads were thought of. Before the Revolution some stage-coach routes were established, but it took, even then, more than a week to go from Boston to New York, and the roads there were among the best in the country. A few mail-routes were started, and in 1775 a mail-coach ran once a week between Boston and Philadelphia; but in most of the country, letters had to be sent by travelers or by private messengers.

Life was also quite different in the various colonies. In the South, the planters lived on their great plantations, surrounded by their slaves and white servants, with but little knowledge of the outside world. They were so far from one another that their amusements and social privileges were limited. Horse-racing, cock-fighting, and fox-hunting were the principal sports. Their houses were of wood, often with stone or brick chimneys outside of the house, and with long sloping roofs. The rooms were large and comfortable, and sometimes were supplied with furniture brought from England.

**LESSON.**—The Pennsylvania settlers had large, fertile farms and better schools. The Dutch in New York, were traders, patroons, and farmers. The New England settlers lived simple lives and promoted education.

In Pennsylvania the plantations of the South became large and fertile farms, covered with wheat, corn, hay, and vegetables. Here were better roads and better schools than in the South, and social pleasures were more common. Pennsylvania settlers were mostly Germans and Friends, both industrious, honest, and thrifty people, who add to the prosperity of a colony.

Further north, the Dutch of New York formed a community by themselves, divided into three classes. There were the traders whose homes were mostly in Manhattan, whose houses inside and out were modeled after those in Amsterdam, and whose lives were divided between trade and amusements. They enjoyed many games, but bowling was a favorite sport.

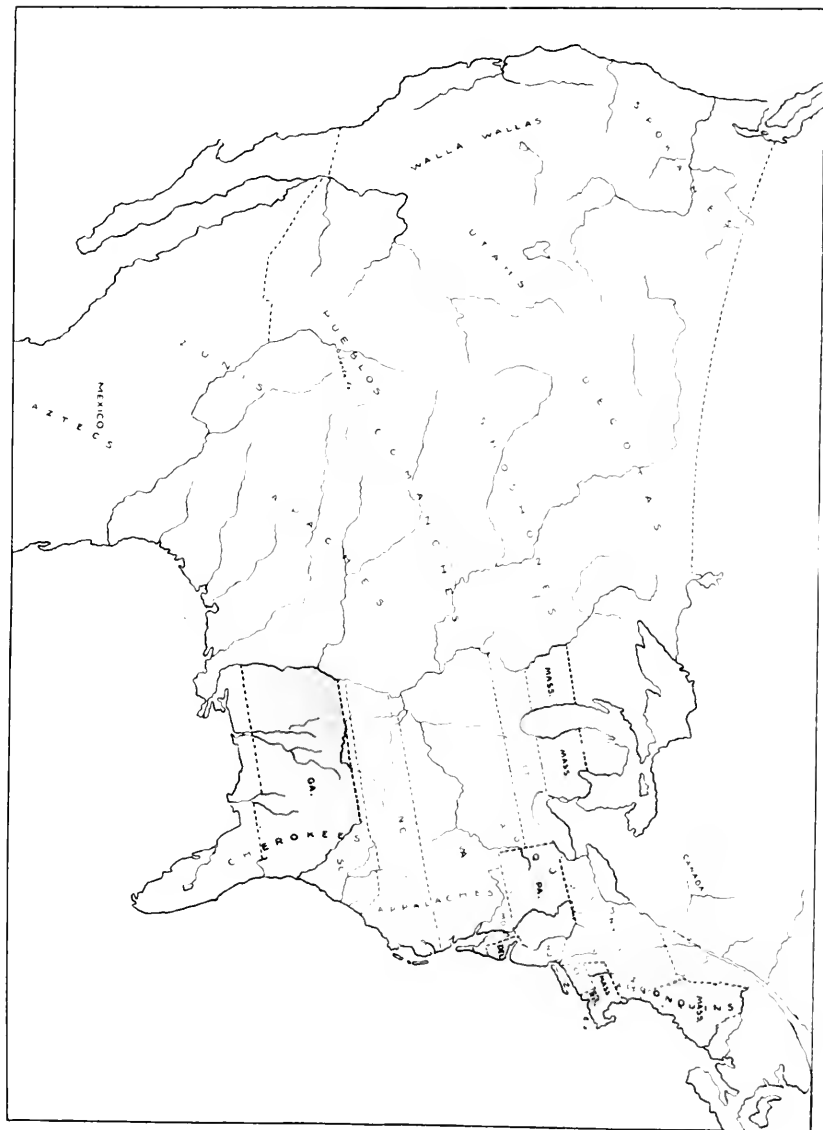
Then came the small farmer, who lived on his farm in a clean little house, kept as a model home by the thrifty wife; while the patroons in their fine houses on their great farms, lived more like the southern planter, and looked down on the tradesman and workman.

In New England the people lived simple, quiet lives, refused to adopt the amusements of more worldly people, and devoted their time and energy to the development of the colony and the education of the children.

The chief amusements were playing ball, quilting-bees, corn-huskings, apple-paring parties, house and barn raisings, town-meetings, and training days, when the local militia were drilled.

There were some elegant houses in Boston and Salem, filled with ornaments from foreign lands, with inlaid walls and costly floors, and all the adornings wealth could give. But most of







**LESSON.**—Most houses were plain. The kitchen was the living room. Cooking was done in the great fireplace. The common ware was made of wood, tin, or pewter, but some families had china and silver sets.

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the houses were plain, wooden structures, with two or three rooms on the lower floor, and, perhaps, the same on the floor above. The kitchen was the living room. It was large and served for kitchen, dining-room, sitting-room, and, often, for bedroom.

The chief features of this room were its immense fireplace, and the ceiling with bare beams, on which hung ears of corn, pumpkins, herbs, and many such things, for which no other place could be found. The walls were whitewashed in ordinary houses, and papered or painted in more elegant dwellings. Generally the cooking was done in the great fireplace.

Iron cranes were fastened in the chimney, and from them hooks were suspended to hold the pots and kettles in which boiling and stewing were done. The roasting was carried on in the ashes or on spits, while the great tin box, called the Dutch oven, was used for baking bread, pies, and cakes. Besides this, in many houses, great ovens were built in the chimneys and used when there was much baking to be done.

The "best room" was a sort of parlor, and was opened only on Sunday and on great occasions. It was commonly used as a store-house for the whole family. Sunday clothes hung on the walls, the cupboard held such china or silver as the family possessed, and generally a few books were placed in some position where they would attract attention.

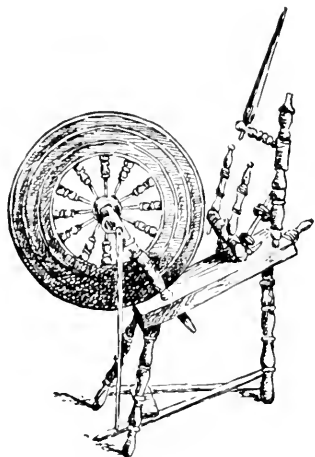
The ware in common use was made of wood, tin or pewter, in all the colonies, but some wealthy families had also china and silver sets for their tables.

**LESSON.**—Pine knots and candles furnished light. Balls and concerts were forbidden. Everybody had to go to church. Most clothing was home-made. New England had the best schools, the Primer and the Bible were the text-books.

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In the earlier settlements, pine knots and candles furnished all the light, but, later, whale oil used in lamps seemed to the colonists to be the best light that could ever be invented.

Balls, concerts, and similar entertainments, which were allowed in the other colonies, were prohibited in Massachusetts. Everybody was obliged to go to church on Sunday, and to keep awake too, for an officer was always watching for sleepy ones, and gave them no peace. The children were seated



Spinning-Wheel.

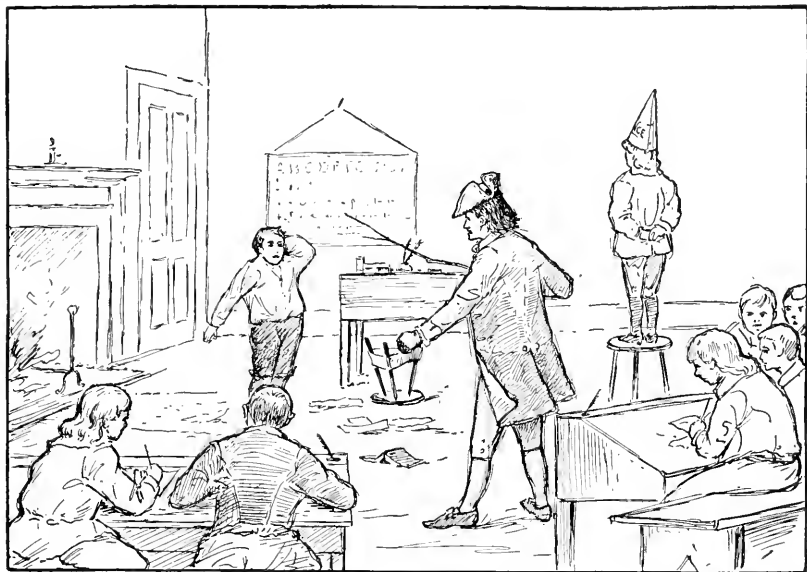
together where they could be easily taken care of, while the men sat in one part of the church, and the women in another. In winter the churches were very cold. It was not thought right to warm them, and no musical instruments were used with the singing.

The spinning-wheel and reel were found in all the colonies, for home-spun linen was the pride of the good wives, and they had also to weave woolen cloth for the men.

In her schools, New England surpassed the other colonies. We should not think much of the little log huts, with low benches and no desks or books, excepting the New England Primer and the Bible. But they served their purpose well, and many noble men and women began their education in these schools.

**LESSON.**—The master “set” copies for writing and examples in arithmetic. Higher schools were soon established. Harvard College was founded in 1636, and Yale, in 1701.

You wonder how the children learned writing and arithmetic without books. Well, the master set copies for them to write, and examples in arithmetic to be worked out. The pupils got very little help in their studies, but had to have



A Colonial School.

their own work done at the right time or there was trouble in store for them.

As the colony increased in wealth, its schools were improved and higher schools established, until, in 1636, Harvard College was founded, and Yale followed in 1701.

The minister and schoolmaster were the great men in every

**LESSON.**—The minister and the schoolmaster were the great men. A newspaper was issued in 1704. There were newspapers in each colony before the Revolution. All the colonies were ready to fight for liberty.

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village. Their opinions were taken, their advice sought for, and they often settled disputes among neighbors, which, in our day, would be taken to court.

The first newspaper in the colonies was the *Boston News Letter*, which was established in 1704. A single issue of a monthly was put out in 1690, but it was stopped by the authorities. The *News Letter* was a weekly printed on a sheet of foolscap. Before the Revolution each colony had its little paper which helped to form public opinion.

You remember that the early settlers in the various colonies were quite unlike in their habits and customs, and, indeed, came to this country for different reasons. The Puritans and Pilgrims of New England, the Catholics of Maryland, and the Friends of Pennsylvania, sought freedom from persecution in a land where they could enjoy their religious opinions. The Dutch in Manhattan were traders; the Swedes and Germans of New Jersey, Delaware, and Pennsylvania were home-seekers; the hope of gain brought venturesome spirits to Virginia; while Georgia was first settled by poor debtors.

Now, while these colonies were quite different in many things, they were all alike in one thing. They loved liberty, they hated tyranny, and they were ready to fight rather than to suffer injustice.

And so out of the strange ways of living, and the odd customs of the olden time, have come a people worthy of their ancestors, proud of their origin, and known in every land as a free nation.

## PART V.

### THE REVOLUTION (1775-1783).

#### 1. CAUSES OF THE REVOLUTION.

**LESSON.**—There were about two million people in the thirteen colonies when the French and Indian war ended. England wanted the colonies to pay her expenses in that war. She had previously treated them unjustly.

At the close of the French and Indian war, there were thirteen colonies with a population of about two million people. To carry on this war successfully they had spent nearly \$15,000,000 and had lost thirty thousand men. It was only through the help of the colonies that England had driven France from this continent.

But England had also spent much money and lost many lives in this contest. She claimed, therefore, that as this was done to benefit the colonies, they should in some way pay the expenses of the war, and help England to reduce the large debt which she owed.

The colonists were generally loyal to the mother country, although they had suffered from many unjust laws. More than a century before the Revolution, she began to make laws intended to keep the colonies dependent on England.

One law declared that all commerce should be carried on in English-built ships, and another, that the colonies must trade only with Great Britain. They must not sell their tobacco or furs or other products, to France or Spain, or to any other country but England. They must not buy their tea or their

**LESSON.**—English laws forbade the colonies to trade with other nations and to manufacture many things. Kings then claimed “Divine right” to rule. The colonists wanted to govern themselves.

cloth, or anything else they needed, from China or France, but must buy all these things from British merchants or go without them.

Then the colonists had begun to manufacture some things here, and England thought that should be stopped. So she passed a law that people might raise wool, but must not weave it into cloth. They might dig iron from the ground, but must not make it into knives and plows, or into other things that they needed.

In the countries of Europe, colonies were thought to belong to the crown, and to exist chiefly for the good of the mother country. The king or queen of these countries was said to have a “Divine right” to rule the people, who had but little share in their own government.

But the colonists had been obliged to govern themselves, and had learned that the less England interfered with them the better off they were. And yet they could not quite give up their love for the crown and their reverence for the king.

This had led them, though often complaining, to put up with unjust laws. But George III., who was then king of England, thought they were too independent, and so had laws made that opened the eyes of the colonists to see their rights, and made them ready to fight, and even to die rather than give up. Then the several wars in which they had been engaged, brought men from the various colonies together, and showed them that they could fight as well as any soldiers, even if they lacked the discipline of the regulars.

**LESSON.**—England became more tyrannical in her attempts to tax the colonists. The Stamp Tax (1765) roused the Americans to open resistance. They would neither use the stamps nor allow them to be sold.

Although the Americans felt the injustice of many laws, they did not dispute the right of England to regulate commerce; still there was a growing feeling among the people that the laws were getting worse and worse, and that soon they would not be obeyed.

When, in 1765, Parliament passed the Stamp Act, which required all newspapers, advertisements, marriage certificates, and all legal papers, to have a stamp, for which from two pence to sixty dollars must be paid to the British Government, the



British Stamps.

colonists would neither use the stamps, nor allow anyone to keep them for sale.

When the stamps reached Boston, they were torn to pieces by the angry citizens and burned; in New York, ten boxes were destroyed and the rest sent back to England; in Connecticut, the stamp officer fled for his life, and in other colonies similar things happened.

On November 1, the day on which the act was to take effect,

**LESSON.**—England yielded but still claimed the right to tax the colonists. They denied this claim and refused to buy taxed articles. General Gage and some soldiers were sent to Boston to punish the rebels.

the flags were placed at half-mast, the bells were tolled, and the importers in the large cities agreed to buy no more English goods until the Stamp Act was repealed. England was alarmed, and the Act was repealed, but to show that she still claimed the right to tax the colonies, she laid taxes on tea, glass, paper, and a few other common articles.



Samuel Adams.

Each act of England had forced this point openly on the colonies. She claimed the right to govern them as she pleased, and to tax them without their consent. They said that, as they had no one to represent them in Parliament, that body had no right to tax them one cent. "No taxation without representation" was the cry in every colony.

The Americans therefore said they would pay no taxes laid by England, and refused to buy the articles on which the taxes were laid. England called them rebels, and sent General Gage with two regiments of "redcoats" to Boston, where the people were forced to receive them into their homes and take care of them.

The citizens of Boston treated the soldiers as enemies. They were insulted on the streets, and Samuel Adams said they ought to be killed.

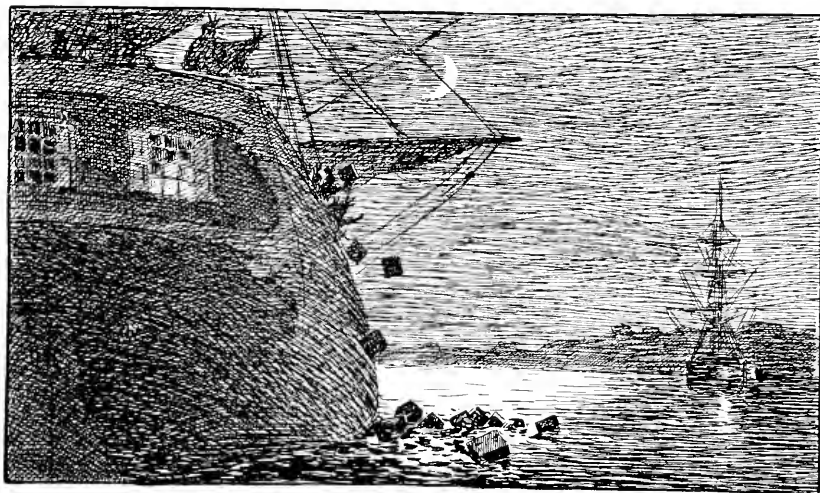
On the morning of March 5, 1770, a boy shouted after an officer across the street. A soldier struck the lad with his musket. A crowd quickly gathered and threatened the sol-



**LESSON.**—Their presence in Boston led to a riot. They fired on the people, killed two and wounded nine others. The "Boston Massacre" greatly excited the colonists.

dier, who was joined by six comrades and an officer. The bells began to ring, and people ran from all directions to the spot. Six more soldiers joined their companions and they began to retreat.

The citizens pressed upon them and dared the soldiers to shoot. At last some one struck a soldier, who raised his gun



The Boston Tea Party.

and fired. His comrades did the same, and as the flashes of their guns lit up the gathering darkness, eleven men fell and their blood stained the snow around them. Samuel Gray, a mulatto named Crispus Attucks, and an unknown white man, were killed, and two of the wounded soon died.

The news of the "Boston Massacre" caused great excitement

**LESSON.**—England repealed all taxes except that on tea. Ships loaded with tea were sent here. The “Boston Tea Party” threw into the harbor the tea sent to Boston. None was sold at Charleston, Philadelphia, or New York.

throughout the colonies. On the very day it occurred, England took off all taxes except that on tea, and made this so very small that tea could be sold cheaper here than in England.

But the Americans said, “We will not import any tea nor buy any while it is taxed.” The India Tea Company of London sent some ships loaded with tea to Boston, New York, Philadelphia, and Charleston.

When the vessels reached Boston, a guard was sent to prevent the landing of any of the cargo, and they were ordered back to England. But the British officers refused to let them go out of the harbor.



Patrick Henry.

Then the citizens consulted together as to what they ought to do, and they made up their minds to give a famous tea party. So on the night of November 16, 1773, a body of men dressed like Indians, went on board the vessels and threw three hundred and forty chests of tea into the harbor. Then, the Boston “Tea Party” being over, they returned quietly to their homes.

At Charleston the tea was taken on shore and stored in damp cellars, where it quickly spoiled. At New York and Philadelphia the captains were not permitted to unload a single chest, and all that tea was carried back to England.

When the king heard about the “Tea Party” he was very angry, and determined to force the colonies to obey his laws. Since Massachusetts seemed to have been the most rebellious, Parliament began by punishing her. General Gage was made

**LESSON.**—England punished Boston by declaring that town should not be a port of entry until it yielded, and also took away the colony's charter. This caused much suffering, but other colonies aided her.

governor of that colony, and no vessel was allowed to load or unload at any wharf in Boston until the town should submit and pay for the tea it had destroyed.

Then, on May 20, 1774, Parliament took away the charter of Massachusetts, ordered General Gage to send persons who resisted the royal officers, to England for trial, and gave the government the right to compel the people to board and lodge British soldiers in their homes.

Soon Boston began to suffer because her port was closed, but the other colonies made her cause their own. Money and provisions were freely sent to her from all over the country, and thus the colonies were drawn closer together by a common bond.

## 2. THE WAR AND ITS HEROES.

This led to an assembly of the leading men of all the colonies except Georgia, in Philadelphia, on September 5, 1774. This assembly was called the Continental Congress, and contained such men as George Washington, Samuel and John Adams, John Jay, John Rutledge, and Patrick Henry.



The Old North Church.

**LESSON.**—The Continental Congress at Philadelphia (1774) supported Massachusetts and declared non-intercourse with England. The people prepared for war. Gage fortified Boston Neck, and sent soldiers to Concord to seize supplies.

Congress prepared an address to the king, voted that all the colonies should support Massachusetts in opposing the forces of England, and agreed neither to buy from nor sell to England, until she treated the colonies fairly.

Companies of "minute-men" were formed in New England, while the "regulars" in the Carolinas, in Georgia, and in other States defied their British governors. Old flintlocks were cleaned and oiled and made ready for use.



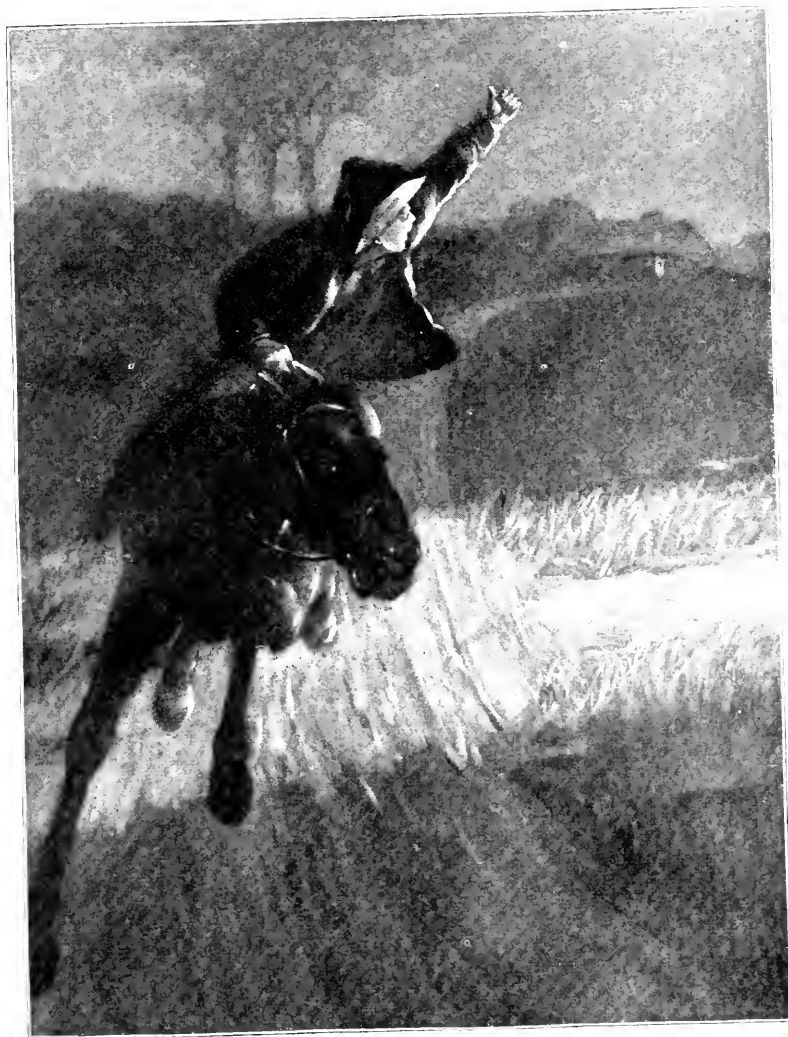
Paul Revere.

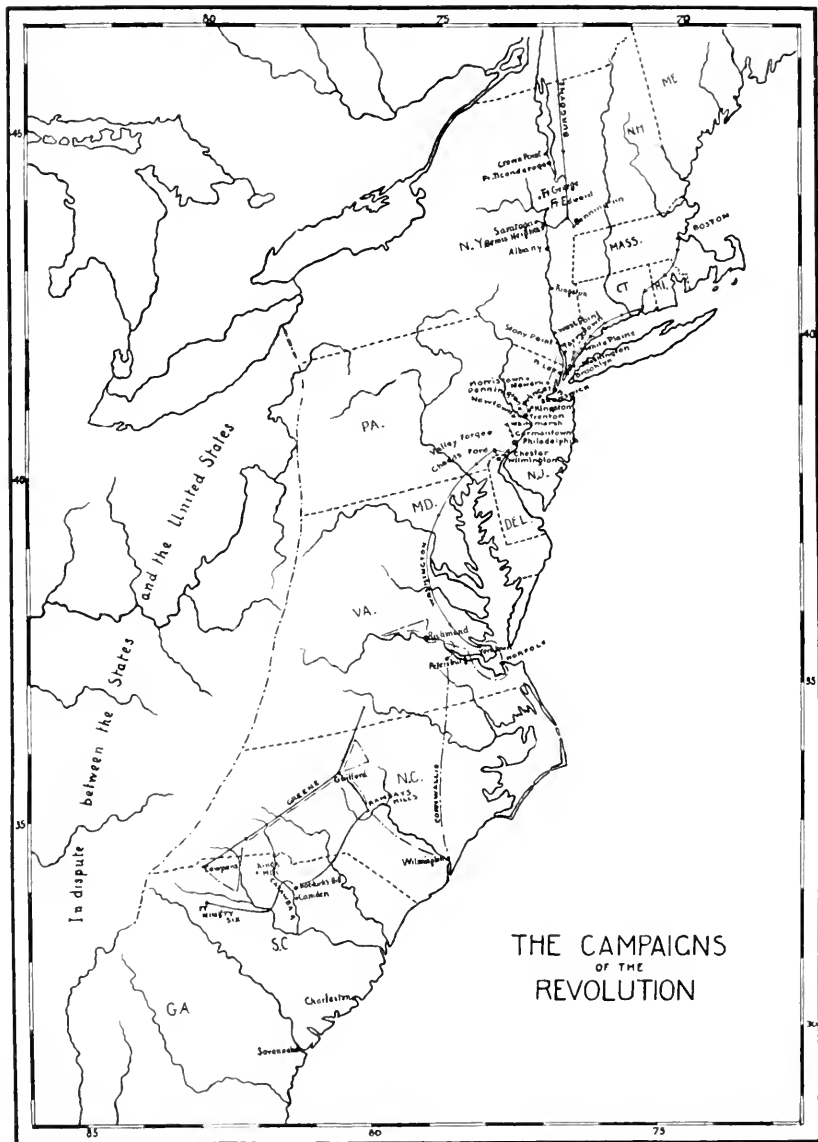
But the British government was only the more determined to force the colonies to submit. More British troops were sent to General Gage, who fortified Boston Neck and began to seize military supplies wherever he could find them.

A great deal of ammunition had been carried out of Boston, so that General Gage could not get it, and had been hidden at Concord, about twenty miles away. General Gage heard of this, and arranged to send out a force secretly to seize it. But the Americans found out his plan, and, when the British started, a lantern was hung from the tower of Old North Church in Boston as a signal to the patriots across the river.

Among the watchers there was Paul Revere, who, when the bright light streamed out in the darkness, rode off to Concord, rousing the minute-men on his way.

The citizens did not wait for orders, but, hastily dressing, seized their old flintlocks, powder horns, and bullet pouches,

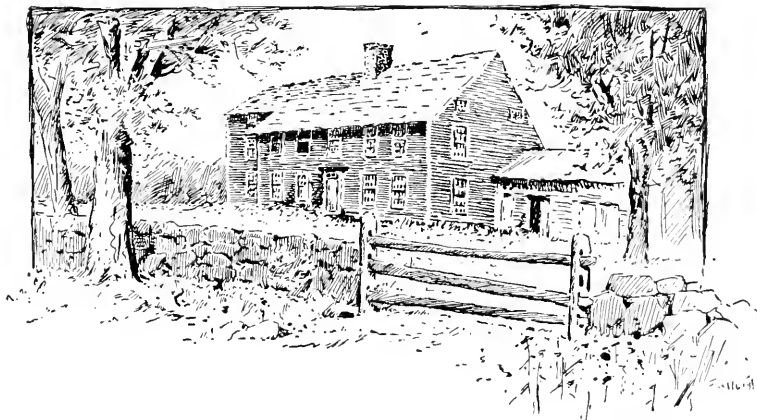




**LESSON.**—Paul Revere gave warning of the raid. When the British reached Lexington, a small force of patriots had gathered on the Common. The soldiers fired on them and killed several.

and ran towards Lexington Common, where soon over a hundred men were gathered under the command of John Parker. "Load with powder and ball, boys," said he, "but wait for the British to fire first."

It was beginning to grow light as Major Pitcairn with his force came marching up the road to the Common. When he saw the Americans, he rode towards them and cried out,



The Barret House, where the Stores were Concealed.

"Disperse, ye rebels, disperse!" As the patriots did not obey him, the British began to fire on them, and several Americans were killed. The "rebels" returned the fire and fought as well as they could, but, just then, the rest of the British troops came up, and the Americans scattered.

The redcoats hurried on to Concord, and began to destroy such stores as they could find. But, meanwhile, the minute-

**LESSON.**—Then the “redcoats” hurried to Concord. The farmers attacked them and drove them back to Boston in great disorder. The battles of Lexington and Concord, April 19, 1775, began the war.

men were rapidly gathering around them, and the soldiers began to retreat. The minute-men followed, fighting in Indian style from behind fences, trees, and buildings, loading and firing as fast as they could. The British retreat soon changed to flight, and, in confusion, they hurried along the road towards Boston. The regular British infantry had been beaten by farmers and driven back in great disorder.

At this time, a large body of soldiers sent from Boston to protect the retreat, arrived with artillery. These checked the

Americans at first, but soon they returned to the attack, and every stone wall and tree seemed aflame, as the bullets were poured into the British ranks.

Just at dark, the eager multitude on



Stone at Lexington, Marking the Line of the Minute-men.

Beacon Hill saw the British troops retreating towards the city, pursued by the “embattled farmers,” who followed them until they were safe under the protection of their artillery and of their men-of-war in the harbor.

The battles of Lexington and Concord were fought on April 19, 1775. From that date peace was no longer possible. The war had begun.

Messengers were sent with the news to the brave men waiting the call in the other colonies. The story spread like a flame

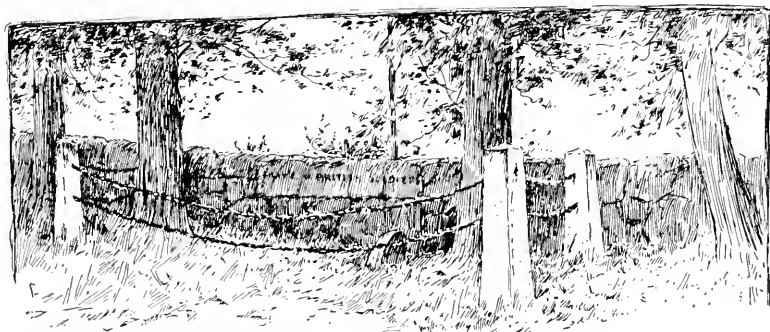


**LESSON.**—The whole country was ready to stand by Massachusetts. Militia hurried from every quarter, to Cambridge.

of fire, and found the whole country, from Maine to Georgia, ready for war.

On his farm in Connecticut, Israel Putnam was building a stone wall. He heard the news, mounted his horse, and rode straight to Boston, followed by Benedict Arnold with the Connecticut militia.

Nathaniel Greene, the “fighting Quaker,” led the Continentals from Rhode Island: John Stark was at the head of the New Hampshire volunteers, and Colonel Ethan Allen brought the



Graves of British Soldiers.

“Green Mountain Boys” from Vermont, ready to do their share of fighting.

The Americans began the war in earnest. On May 10, Colonel Ethan Allen and Benedict Arnold, with the Vermont and New Hampshire troops, surprised and captured Ticonderoga, a strong fortress containing one hundred and twenty cannon.

Followed by his little force, Allen rushed through the

**LESSON.**—On May 10, Ethan Allen with some militia captured Ticonderoga. Two days later, Crown Point was taken. The Second Continental Congress, Philadelphia, May 10, 1775, declared war and voted to raise an army.

gate and was led to the commander, who was in bed. Allen demanded the surrender of the place. "By whose authority?"



General Nathaniel  
Greene.

asked the astonished officer, who had not heard of Lexington and Concord. "In the name of the great Jehovah and the Continental Congress," thundered Allen. The officer surrendered, and the prisoners, cannon, and supplies were sent to Hartford. Two days later Crown Point was captured.

On the same day that Ticonderoga fell (May 10, 1775), the second Continental Congress met in Philadelphia. It sent word to the king that the colonies chose war rather than slavery, and voted to raise an army of twenty thousand men, including the minute-men then gathered around Boston.

John Adams told Congress that they must have, to lead this army, a general so honest that everybody would trust him, so skilful that he could fight successfully against the best British commanders, and so able that the people would know he was doing all that any one could do.

"I nominate," said he, "George Washington, of Virginia, as Commander-in-chief of the American armies."



Ethan Allen.

This took Washington by surprise, and, greatly troubled, he

**LESSON.**—George Washington was chosen Commander-in-chief. He accepted and went to Cambridge. Gage had about ten thousand soldiers. He offered pardon to all rebels except Samuel Adams and John Hancock.

left the room. He finally accepted the office, saying: "I will do my best," but he refused to take pay for his services.

At this time, Washington was forty-three years old and in the prime of life. His reputation as a military commander had been spread over the colonies, and he had impressed the delegates to the first Congress as being a man of good common sense and of sterling character. With characteristic promptness, Washington set out at once for Cambridge to take charge of the forces there.



John Adams.

Meanwhile General Gage had been joined by Generals Howe, Clinton, and Burgoyne, who had brought more soldiers with them, so that there were about ten thousand British troops in Boston. Gage thought that the Americans would be afraid of so many soldiers, and would disperse to their homes as soon as they could. So he sent word to them that, if they would go home and not fight any more, he would pardon all of them excepting Samuel Adams and John Hancock. But they took no notice of his offer.

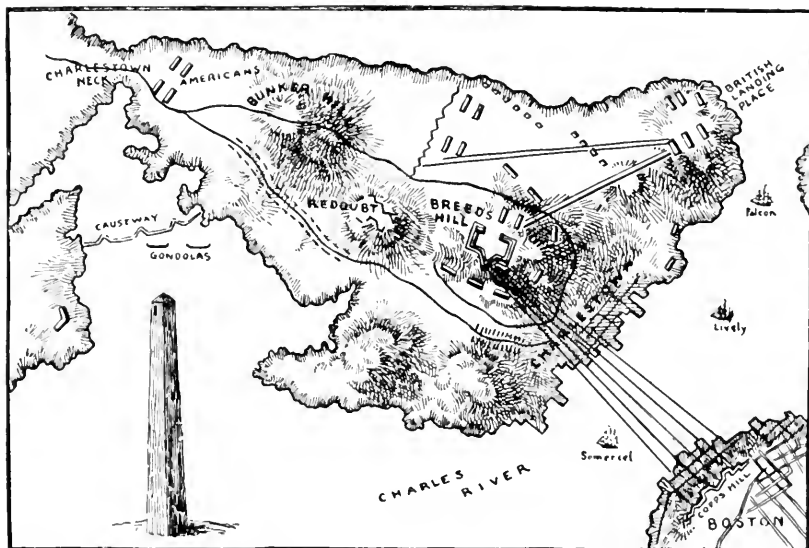


John Hancock.

A "Committee of Safety" directed the movements of the Americans. This committee, hearing that Gage was going to fortify Bunker Hill in Charlestown, ordered General Artemas

**LESSON.**—Bunker Hill overlooked Boston. Colonel Prescott fortified it on the night of June 16. On the 17th, General Howe, with three thousand regulars was sent to capture the fortifications.

Ward to seize that elevation. So, at dark, on the night of June 16, Colonel Prescott with a body of men went to Charlestown and began to fortify that part of the heights that was later called Breed's Hill. All night the men worked hard, and, in the morning, General Gage was astonished to see the Americans on the very hill he wanted.



Bunker Hill.

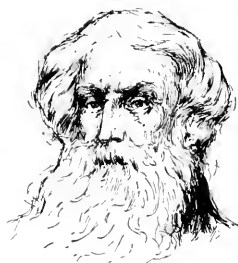
Some work had also been done under General Putnam's orders, on Bunker Hill. These heights overlooked Boston, and Gage knew he must take them or the Americans would drive him from the city. Early in the morning, he sent General

**LESSON.**—Twice the “embattled farmers” drove the “redcoats” back in confusion. Then, being without ammunition, they had to retreat. The British lost over one thousand men; the patriots, less than five hundred.

Howe with three thousand soldiers to capture the fortifications. The roofs of the houses in Boston were covered with people who watched the fight. The shells from the British fleet set Charlestown on fire, and their cannon balls were falling around the Americans on Breed’s Hill as the “redcoats” marched against them to the music of fife and drum.

“Don’t fire, boys,” said Prescott, “till you see the whites of their eyes,” and the Americans waited patiently, while the British came nearer and nearer, thinking that the “rebels could dig, but wouldn’t fight.”

Suddenly Prescott gave the order to fire, and the old flintlocks poured volley after volley into the British ranks. The “redcoats” hesitated, stopped, and then in disorder ran down the hill. A second time the soldiers advanced to the attack, and again they fled to their boats. But the Americans had used up their ammunition, and when the British once more marched up the hill, they were met by only a few scattering shots. The patriots unwillingly retreated, using their muskets as clubs and fighting as they went. They had killed more than a thousand “redcoats” with a loss of less than half that number, but among their slain was the gallant General Warren. The battle of Bunker Hill was over, the Americans were driven back, but had won a great victory. Twice they had forced the British regulars to run with great loss.



General Joseph Warren.

**LESSON.**—Washington soon drilled his little army. Each colony had its own flag. “Old Glory” became the national flag in July, 1777. In March, 1776, Washington fortified Dorchester Heights and the British left Boston.

Washington, on his way to Cambridge, heard the news of the battle. “Now,” said he, “the liberties of the country are safe.” He reached Cambridge and took command of the Continental army on July 3, 1775.

Washington found a force of intelligent patriots waiting for him, but they were without uniforms, unaccustomed to discipline, and unwilling to obey the rules necessary in an army. He soon showed them the need of drill and obedience, and rapidly brought them into good form.

At that time there was no “Old Glory” for the soldiers to follow. Each colony had its flag under which the troops fought, and it was not till July, 1777, that Congress adopted the Stars and Stripes as the national flag.

While Washington was drilling his army, he was also studying how he could best drive the British from Boston. South of Boston



Where Betsey Ross Made  
“Old Glory.”

was a little hill called Dorchester Heights, which overlooked the city. In March, 1776, Washington seized and fortified this place, and the British army was forced to abandon Boston.

**LESSON.**—Washington then led a part of his army to New York. Howe attacked him with 30,000 soldiers. Washington retired towards Philadelphia. Cornwallis pursued him. Both armies went into winter quarters.

Washington, thinking that Howe would go to New York, marched a part of his army there, leaving in Boston enough to defend it, should Howe return to that city.

In June, General Howe landed an army on Staten Island, and was soon reinforced by his brother, Admiral Howe. Before attacking New York, the British offered pardon to all who would yield to them, and even tried to get Washington to accept terms of surrender.

The British army numbered about thirty thousand troops, while Washington had less than ten thousand with which to fight them. In August, the British crossed over to Long Island and attacked the Americans, but Washington secretly brought most of his army across the river to New York.

Howe came to New York, and, after a few battles, Washington retreated towards Philadelphia, followed by Lord Cornwallis. When Washington crossed the Delaware River near Trenton, Cornwallis went into winter quarters at Trenton, Princeton, Brunswick, and other smaller places. The Continental army was in a wretched condition. Their clothing was in rags, and many, without shoes, left bloody footprints on the icy roads. Washington saw that the dispersion of the



General William Howe.

**NOTE.**—To gain information of the enemy's plans, Nathan Hale, a Yale graduate, went into the British lines. He was taken and hanged as a spy. On the gallows he exclaimed: "I regret only that I have but one life to lose for my country."

**LESSON.**—On Christmas Eve, 1776, Washington led 2400 Continentals across the Delaware, surprised the British and took 1000 prisoners. A few days later, he captured Princeton, and soon regained most of New Jersey.

British into several towns gave him the opportunity he longed for.

On Christmas Eve, 1776, the Hessians at Trenton were enjoying themselves. It was a stormy night and they had no thought of danger. While Colonel Rall, their commander, was having a game of cards, a servant handed him a letter, which he dropped in his pocket and forgot.

In the dark, stormy night, Washington, with twenty-four hundred Continentals, crossed the icy river, surprised the Hessians, and took a thousand prisoners. When Colonel Rall, who was mortally wounded, read his letter, he found it was a warning of the attack.

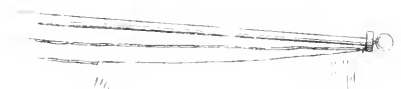
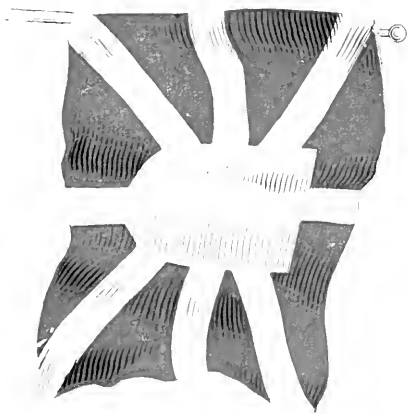
A few days later, Washington again crossed into New Jersey with about six thousand men, and Cornwallis led his whole army from Princeton to attack him.

"Now," said Cornwallis as he encamped opposite the Americans, "I'll bag the fox in the morning." But Washington, leaving his camp-fires burning to deceive the enemy, marched during the night to Princeton, and the boom of cannon from the north first told Cornwallis that he was again outgeneraled.

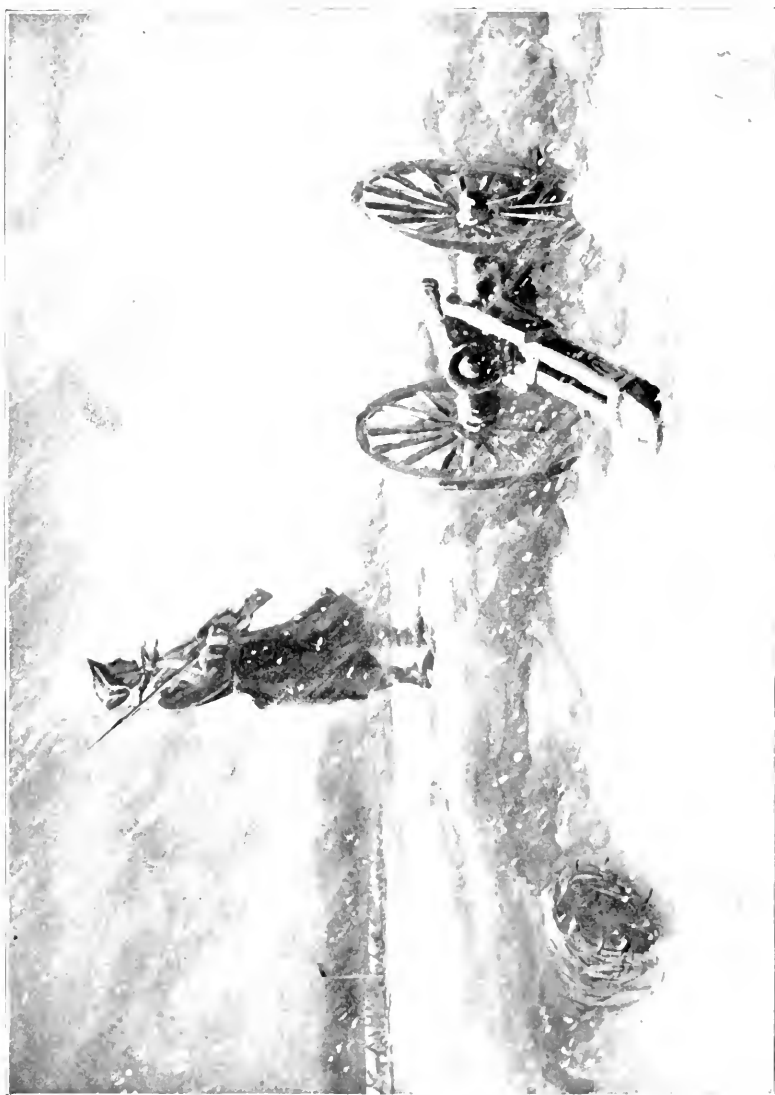
Washington captured Princeton, killed about one hundred British, took three hundred prisoners with considerable ammunition and supplies, and was away again before Cornwallis could follow him. Washington then retired to Morristown, but kept making unexpected attacks upon the British, and regained nearly all of New Jersey for the Americans.

In May, General Howe went to Brunswick with a large





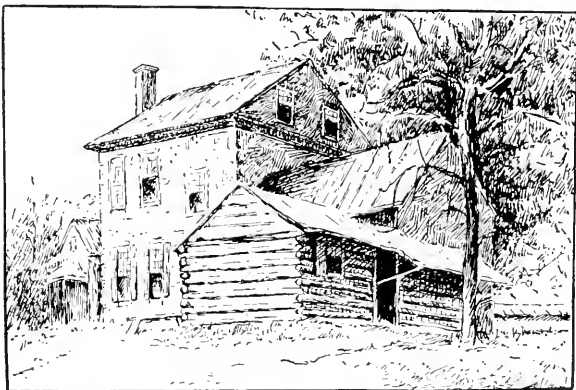
LIBERTY or DEATH



**LESSON.**—In the summer, Howe sent an army from New York and captured Philadelphia. The patriot army suffered terribly during the next winter at Valley Forge. Lee asked Congress to declare our independence.

army to capture Philadelphia. Finding Washington was watching him he returned to New York, and sent an army by sea to Chesapeake Bay, where it went on shore and marched towards Philadelphia.

Washington was defeated in his attempt to save the city, which the British took on September 27. Congress then went to York, and Washington took his ragged army into winter quarters at Valley Forge. The terrible sufferings of the patriot army during that long, cold winter can never be fully appreciated. But they bore it like heroes as they were, and in the spring were ready again to follow Washington against their country's foes.



Washington's Headquarters (Valley Forge).

In the meantime, Congress had concluded that some statement should be made of the position taken by the colonies in regard to England, and early in June, 1776, Richard Henry Lee, of Virginia, asked Congress to declare "that these united colonies are, and of right ought to be, free and independent States." Before acting, the representatives waited to hear from their respective colonies, all of which, except Georgia,

**LESSON.**—On July 4, 1776, Congress adopted the Declaration of Independence. It was signed by every member present except one.

were found, before the end of June, to favor a complete separation from England.

On July 4, 1776, Congress adopted the Declaration of Independence, as written by Jefferson, with only a few slight changes, and it was signed by every member present except Dickinson, with a full knowledge that should the colonies be defeated, their lives would pay the penalty of their action.

When the people of Philadelphia heard that a vote was to



Independence Hall.

be taken in Congress on the Declaration of Independence, they crowded round the old State House, wondering, hoping, fearing, and talking about what would be done.

Up in the belfry the old bellman stood ready to "Proclaim liberty throughout all the land, unto all the inhabitants thereof," eagerly watching his fair-haired boy, who was to give him the signal if the Declaration of Independence was passed. Suddenly the little fellow cried: "Ring, father, ring," and the tones of the Old Liberty Bell rang out the grand peals of freedom that have floated down the years from that time to this.

While Washington had been fighting for Philadelphia, General Burgoyne, with seven thousand British and Hessians, set out to march from Canada to Albany, where troops from

**LESSON.**—During the summer of 1776, Burgoyne set out to march from Canada to Albany. General Gates cut off his supplies. Colonel Stark defeated Baum's attempt to get provisions in Vermont. Burgoyne attacked Gates twice at Saratoga. He was defeated and surrendered his army.

New York were to join them, and New England would thus be cut off from the rest of the country.

The Americans under General Gates, fell back slowly before the British, but continually harassed them and cut off their supplies. Burgoyne sent Colonel Baum with about fifteen hundred men, to seize some provisions at Bennington, Vermont. Colonel John Stark, who, with a small body of soldiers, was on his way to join Gates, attacked the British, killed Baum, and took many prisoners.

On September 19, Burgoyne attacked Gates at Saratoga. The battle lasted all day and both sides claimed the victory. On October 7, he renewed the attack and was defeated. Two days later, seeing the hopelessness of his position, Burgoyne surrendered his entire army of six thousand men, with all their cannon, ammunition, and stores. This was the turning point in the war, since it not only gave new hope and courage to our people, but brought us aid from France.

The French had secretly encouraged us and sent us money, but now France made a treaty with the colonies and agreed to help them with men and ships. When Lafayette, who was with Washington, heard the news, he wept for joy.



General Burgoyne.

**LESSON.**—France then sent an army and a fleet to help us. England offered to make peace. The British retreated from Philadelphia to New York, and roused the Indians to make destructive raids.

England then declared war on France, and offered the colonies everything that they had wanted at the beginning of the war, if they would make peace. But it was too late. Only as an independent people would they stop the war.

As the French were sending to America an army and a fleet of ships to help us, the British army was ordered from Philadelphia to New York, lest the French and Americans should seize that city. When the British retreated across New Jersey, the Americans pursued them as far as Sandy Hook. In the North, the British then held only a few places outside of New York, but they were continually making raids on the surrounding country and rousing the Indians to kill the Americans.



Lafayette.

The savages ravaged the plains of the Mohawk and Schoharie; they raided the lovely Wyoming Valley in Pennsylvania, and massacred nearly every settler with dreadful cruelty, and in other places revived the horrors of the early Indian wars. But the following year General Sullivan carried war and destruction into the heart of the Indian country, destroyed their crops and subdued the savages.

After the British retreated from Philadelphia to New York, the contending armies in the North did not trouble each other very much, but in the winter of 1777-78, the sufferings of the army in New Jersey seemed too great to be borne.

It was almost impossible for Congress to raise funds to

**LESSON.**—Congress could not raise funds. Paper money had little value. The army suffered for food and clothing. Benedict Arnold, the commander at West Point, plotted to surrender that fort to the British.

support the soldiers. Two million dollars in paper money were issued at the beginning of the war, and later new amounts were put out, until, in 1789, there were over \$242,000,000 of paper money in the country. It had decreased in value so that two cents in specie would buy a dollar in paper. In January, 1781, \$10 was paid for a skein of thread, and \$600 for a pair of boots. The soldiers' pay, therefore, would buy very little, and often the government could not supply them with food and clothes.

Never did the character of Washington shine brighter than in those days. He suffered with his men, and by his lofty patriotism, his unfailing hope, and his grand example, he held the army together until the end.

At this time West Point, on the Hudson, was of great importance to both armies, and was held by the Americans.

It was commanded by Benedict Arnold, who plotted with General Clinton of New York, to surrender the fort to the British for about \$3,000 and an appointment in the British army.

Major André sailed up the Hudson on the *Vulture* to arrange matters with Arnold, and went on shore to meet him. As the *Vulture* moved her anchorage, André thought she had gone away, and so, with a pass from Arnold, he started in disguise for New York.



Benedict Arnold.

**LESSON.**—André met Arnold to arrange matters, and was captured while returning to New York. The plot was discovered, but Arnold escaped to the British. He died in England, despised by the world.

Near Tarrytown he was detected and taken to the American headquarters; but in some way he sent Arnold warning of his capture. Papers found on André proved Arnold's guilt, but he escaped to the British, while André was tried and



Capture of André.

hanged as a spy.

Arnold received his gold and the promised position, and for some time did all he could to injure the patriots, but finally went to England, where he died, followed by the hatred of America and the contempt of the whole world.

Meanwhile the war had been going on with varying fortunes in the South. When Washington drove Howe from Boston (1776), the British sent General Clinton to conquer the South, and Charleston was chosen as the first place for him to take. To get near Charleston, the British ships had to sail close to Fort Moultrie, on Sullivan's Island. This fort had been hastily built of palmetto logs laid in two rows a little distance apart, and the space between them was filled with sand.

But there were brave men in the fort, and they had some



**LESSON.**—In 1776, the British fleet was driven away from Charleston by Colonel Moultrie. In 1778, the English captured Savannah. In 1779, Lincoln surrendered Charleston to Clinton, and Cornwallis defeated Gates.

good cannon. Colonel Moultrie and his men fought so well that they drove away ten British men-of-war, carrying two hundred and fifty-four guns. In the midst of the battle the flag on the fort was shot down. Sergeant William Jasper caught up the ensign, climbed the wall, and fixed it in its place, while the balls whistled round him.

In 1778, the British took Savannah, Georgia, and imprisoned hundreds of patriots who would not join their army. General Lincoln, who commanded the American army, withdrew to Charleston, where the next year he was compelled to surrender to General Clinton. General Gates, who succeeded Lincoln, was defeated by Cornwallis at Camden, and then General Greene was sent to take command in the South. He proved a match for the best British generals.

At this time, the British had control of most of the South, but there were hundreds of brave patriots, who, under such gallant leaders as Marion, Sumter, Lee and Pickens, were continually harassing the enemy.

They knew the country and were willing to fight for it without hope of reward. To-night, a British force resting asleep on the banks of the Pedee, would be surprised and cut off. To-morrow, another camp miles away would fall as victims.

Scattered by British regiments to-day, to-morrow they would



General Marion.

**LESSON.**—The southern patriots constantly harassed the British. Morgan defeated Tarleton at Cowpens. Cornwallis hastened to aid him. Greene joined Morgan and retreated into Virginia. When at Guilford Court House, he attacked Cornwallis, who retreated to Wilmington.

surprise the same force and defeat it. These men by their daring, kept alive the hopes of the southern patriots and discouraged the British.

General Greene followed the plan of these Rangers, and with small bodies of troops fought the enemy as often as he could. A force of cavalry and artillery was given to General Morgan, who was to look after the enemy in Catawba, while General Greene, with the main army, remained about seventy miles northeast from the army of Cornwallis.

Tarleton attacked Morgan on January 17, at Cowpens, and was defeated with great loss. Cornwallis hastened to attack Morgan before he could cross the river. But Morgan had crossed it before Cornwallis reached him, and a rain had made it so wide that the British delayed two days before they could reach the other side.

When Cornwallis passed over the river, Morgan, who had been joined by Greene, retreated to the Yadkin, which he crossed in safety. For more than two hundred miles, Greene led Cornwallis until he reached Virginia. Then, having received reinforcements, he returned to North Carolina and attacked the British at Guilford Court House. Both sides claimed the victory, but Cornwallis retreated to Wilmington.

Greene then went to South Carolina, and with Marion, Sumter, and Pickens, regained nearly all of that State and of Georgia from the British, forcing them, after his brilliant victory in the hard-fought battle of Eutaw Springs, to retire to

**LESSON.**—Greene soon regained most of South Carolina and Georgia from the British and Cornwallis retired to Yorktown, which he fortified. Washington, aided by the French, led his ragged army to attack Cornwallis.

Charleston. At that time Benedict Arnold was in Virginia with a British force, laying waste and plundering that colony. Cornwallis joined him and then took a strong position at Yorktown, which he fortified.

Washington saw his opportunity, and laid his plans to capture Cornwallis and his army. He feared Clinton might send troops from New York to help Cornwallis, and to prevent this he let it be understood that a grand attack was to be made on Clinton by the combined American and French forces, aided by the French fleet. Then, while Clinton was preparing to resist this attack, Washington led his army rapidly south towards Yorktown.

The ragged, starving soldiers seemed to feel that the end was near. They were marching to victory under Washington. Philadelphia met them with shouts of welcome and with ringing of bells, as if they were already victorious.

When the French and American armies reached Yorktown they were so placed that Cornwallis could not escape, while the French fleet remained in the bay to prevent the landing of soldiers to help the British.

Soon Cornwallis saw that he must escape or surrender, and he made desperate efforts to cut his way through the American lines. But finding that this was hopeless, he, on October 19, 1781, surrendered his army as prisoners of war, with all

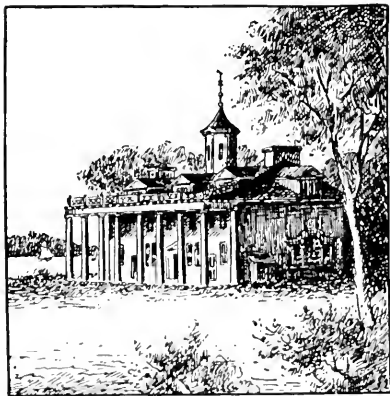


Lord Cornwallis.

**LESSON.**—Cornwallis could not escape. October 19, 1781, he surrendered his army to the Americans. The people received the news with thanksgiving, for they knew that Independence was gained.

his cannon, ammunition and stores. The Americans captured seven thousand troops, two thousand sailors, eighteen hundred negroes, and fifteen hundred tories, with seventy-five brass cannon, one hundred and sixty pieces of artillery, and a large quantity of army supplies.

The nation received the surrender of Cornwallis as a gift of God. Thanksgiving services were held in the churches, and the people knew that Independence was gained. Congress met, and went in a body to church to thank God for the nation's freedom.

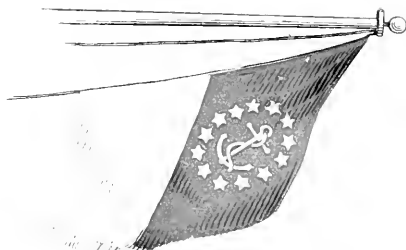
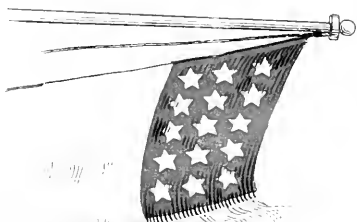
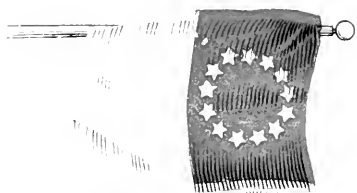


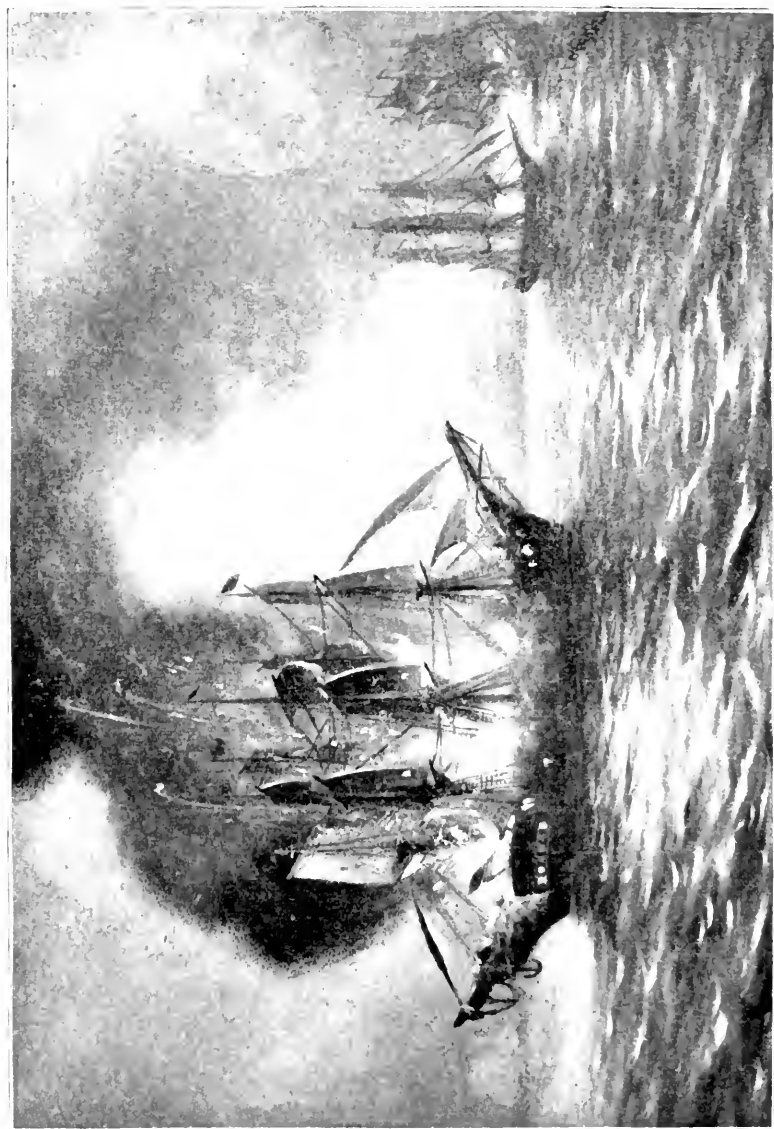
Mount Vernon.

When the news reached Philadelphia, early in the morning, the watchmen on their rounds shouted "Past two o'clock and Cornwallis is taken." Windows flew open and nightcapped heads appeared eager to hear the good news. In a few minutes the

streets were filled with people so excited that they could not keep still. "Is it true?" they cried. "Can it be true?" "Yes, this is the end. Washington and his brave men have won our freedom."

In England the king and his ministers desired to continue the war, but the ministry was forced to resign by the Houses of Parliament, and by the sentiment of the people. Still, it





**LESSON.** —Parliament forced the king to stop the war. A treaty was signed September 3, 1783. The army disbanded, and Washington retired to Mount Vernon. The navy did its duty during the war.

was nearly two years after the battle of Yorktown before the treaty of peace was made.

In their joy at the successful ending of the war, and in their confidence in Washington, a movement was started among the soldiers to make him king. But he scorned the offer, and, by his wise counsels, prepared the way for a "government of the people, by the people, for the people."

The final treaty was signed at Paris, September 3, 1783, in which the United States were recognized as a free and independent nation. The army was disbanded, and Washington, resigning his commission as Commander-in-Chief of the army, bade a tender farewell to the soldiers. Then he retired to Mount Vernon to become again a private citizen.

### 3. THE NAVY.

The story of the Revolution would not be complete if it failed to include the efforts of our gallant little navy. The British fleet was too strong for our ships to attack, but the heroic deeds of the daring sailors were soon known to the colonists.

Esek Hopkins of Rhode Island, was the first commander of a little fleet of thirteen vessels intended to capture ships bringing supplies to the British here. Congress also gave to many ships the right to capture as prizes all English vessels they could find, and a great many hundred British ships were taken by them and condemned as prizes.

The best known, and perhaps the most daring of the naval

**LESSON.**—Privateers captured hundreds of British ships. John Paul Jones hoisted the first National flag on shipboard. His daring terrified ship-owners, and his bravery was especially recognized by other nations.

officers, was John Paul Jones, who was lieutenant on the *Alfred* when he hoisted the first National American flag ever raised on shipboard.

Jones was born in Scotland, and went to sea when a mere lad. From his childhood he was known for his rash daring, and the stories told about him would fill this book. While still a young man he came to America to live, and was a true-hearted patriot.

His first effort as an American naval officer was in the English harbor of Whitehaven. He landed there with a few followers, destroyed the shipping gathered in the harbor, and spiked the cannon in the fort. This, and similar deeds of daring, made his name a terror to English shipmasters.



John Paul Jones.

A year later, the king of France gave him the *Bon Homme Richard*, of which he was made commander.

Off Scarborough, one day, he saw a fleet of merchantmen guarded by the frigates *Countess of Scarborough* and *Serapis*. At night, Jones attacked the *Serapis*, and the battle was a terrible one.

The *Serapis* had much heavier cannon, but when the wind brought the two vessels near each other, Jones boldly lashed them together. For nearly three hours the fight continued with cannon and musket and cutlass.



**LESSON.**—Massachusetts sent out privateers and began to build a navy. Our ships were successful. British vessels were not safe on the ocean. These privateers encouraged our navy and the nation.

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“Have you struck?” the British captain called to Jones.

“No!” shouted Jones. “I have not yet begun to fight.”

Finally, after the *Serapis* had lost more than two hundred men, and had been on fire three times, the vessel surrendered.

The *Richard* was so badly damaged, that Jones, with his crew, went on board the *Serapis*, and soon his own vessel sank. King George knighted the commander of the *Serapis* for his brave fight. “He deserved it,” said Jones, “and if I ever meet him again I’ll make a lord of him.”

The bravery of Jones was not forgotten. King Louis XVI. of France gave him a gold mounted sword, Catharine of Russia sent him the Ribbon of St. Anne, and the United States gave him a gold medal. After the war he was made rear-admiral of the Russian navy, and died in Paris in 1792.

The foundations of our navy were laid in this war. Massachusetts (1775), authorized the fitting out of private armed vessels to capture British ships. The following year, she built or bought one frigate of thirty-six and one of thirty-two guns, and ten sloops of war carrying sixteen guns each.

Our ships captured about fifteen hundred British vessels during the war. In 1777, a fleet of two hundred merchant ships sailed from England to the West Indies. Our privateers took one hundred and thirty-seven of them. Indeed British merchant vessels soon became afraid to leave port unless protected by armed ships. The success of our little navy brought wealth to our seaport towns, sustained the hopes of the army and contributed greatly to our final triumph.

## PART VI.

### THE STATES UNITED.

#### 1. THE CONSTITUTION AND FORM OF GOVERNMENT.

**LESSON.**—At the close of the Revolution the country was nearly ruined, and Congress was without authority to enforce the laws.

THE Revolution was successful, but at a fearful cost to our country. We were deeply in debt, our currency was almost worthless, and commerce and manufactures were ruined, while thousands of widows and orphans were left without their natural protectors.



Benjamin Franklin.

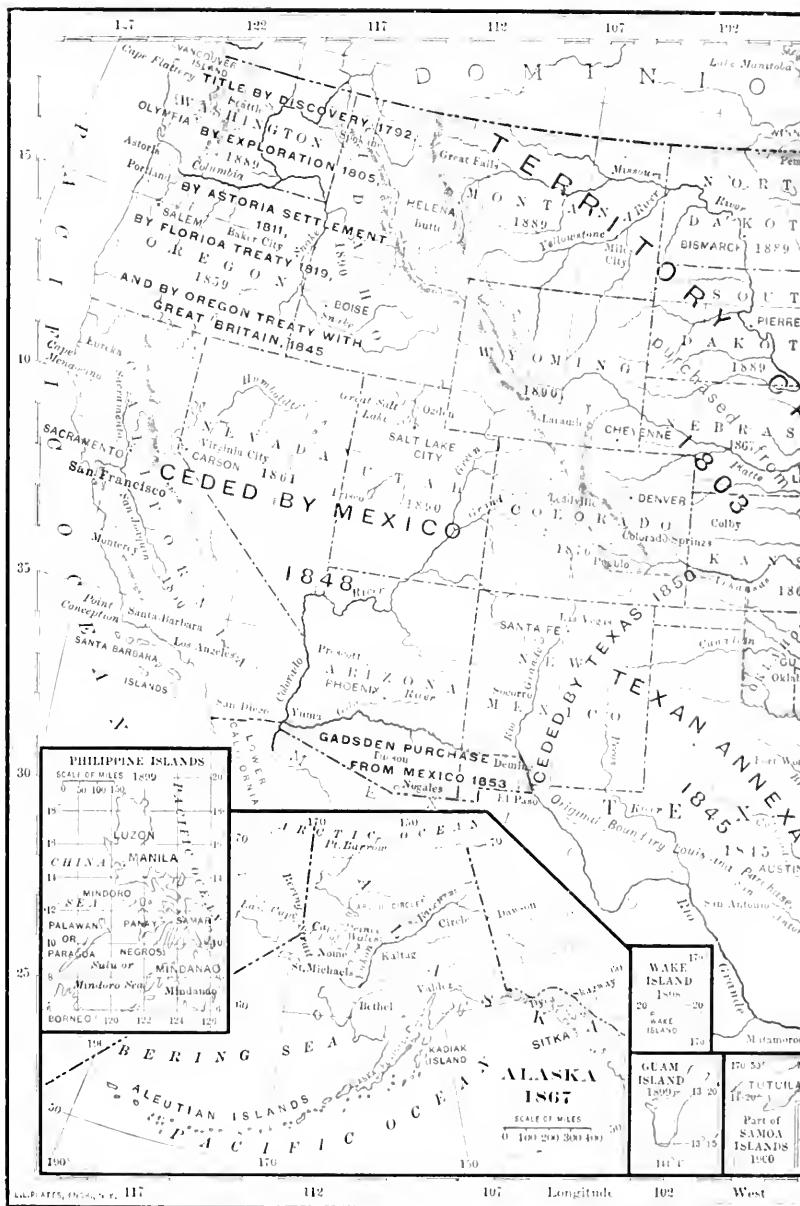
But worse than all this, there was no central government with power to remedy these and other evils.

By the "Articles of Confederation" the Congress of the United States had the right to make certain laws, but had no authority to enforce them.

The feeling of sturdy self-reliance which was a part of the American character, made the people afraid of giving too much power to their rulers. This hindered the States from conferring enough authority on the central government to enable it to carry out laws for the common good.

And so Congress could run in debt or issue paper currency, but, as it had no way to raise money, it could not even pay its own expenses. It had the right to raise an army by calling









**LESSON.**—It could not maintain an army and a navy or raise money to pay expenses. A convention at Philadelphia (1787), framed a Constitution which assured a strong central government and yet protected State rights. It went into effect March 4, 1789. Washington was elected President.

on the States for troops, but it had no power to enforce the call, if any State neglected or refused to do its duty.

At last it was clear to all that we must have a central government which had the power to enforce, as well as to make laws, or we should be thirteen little republics, without influence or standing with other nations. Then a convention was called to frame a proper form of government. It met at Philadelphia in May, 1787, and Washington was chosen president of the convention.

For four months the wisest and best men in the country, including such statesmen as Franklin, Hamilton, and Morris, talked over the plans proposed. Finally, they agreed upon a masterpiece of wisdom that secured to each State its rights, and yet assured a strong government without too great power.



Alexander Hamilton.

The States adopted the Constitution, to go into effect on March 4, 1789. In January, the first election under it was held. George Washington was unanimously elected President, and John Adams was chosen Vice-President.

Under this Constitution our government includes three parts. One part, (Congress), makes the laws; another part, (the United States Courts), tells what they mean, and decides as to their agreement with the Constitution, and a third part, (the President), carries out the laws and sees that they are obeyed.

**LESSON.**—Under the Constitution, Congress makes the laws, the United States courts interpret them, and the President carries them out. Each State has two senators, and one representative for a certain number of people. The President appoints the members of the Supreme Court.

Congress is made up of a Senate and a House of Representatives. Each State has two senators, who are elected for six years, and one representative for a certain number of people. The representatives are elected for two years.

The highest court is the Supreme Court at Washington. Its members are appointed by the President, and serve for life.

The President is chosen by all the States, and serves for four years.

## 2. WASHINGTON'S ADMINISTRATION.

Congress was sitting in New York, and when Washington went there from Mount Vernon, his journey was a triumphal procession. Bells were rung and cannon boomed. Old men and matrons, young men, maidens, and children lined the roads to testify their love and devotion to the man who was "First in war, first in peace, and first in the hearts of his countrymen."

At Trenton he passed under a grand triumphal arch, while young girls strewed flowers in his path and sang songs of welcome.

From Elizabethtown he was rowed to New York in a barge beautifully decorated and manned by thirteen men in white, while his reception at the capital surpassed in enthusiasm and devotion that shown him on his journey.

On the balcony of old Federal Hall, on April 30, 1789, he took the oath to uphold the Constitution, and began again to serve his country united as a single nation.



**LESSON.**—During the two administrations of Washington, Congress agreed to pay the public debts, laid a tariff to raise money, and established a bank and a mint. Treaties were made with Algiers, Spain and England. Washington refused a third term. He died December 14, 1799.

Under his guidance the difficulties that beset the new government were soon overcome. Congress agreed to pay all the debts of the States that grew out of the Revolution, and the national debt. To raise money for this purpose, and for the expenses of the government, a tax called a tariff was laid on certain goods brought into this country and on the manufacture of alcoholic spirits. A bank was formed in Philadelphia, and a mint to coin money was established.

During Washington's administration a treaty was made with Algiers, releasing Americans whom that country held as captives; one with Spain, giving us the right to sail up and down on the Mississippi, and fixing the boundary of Florida; and one with England, by which she gave up some western forts which she had held since the Revolution.

When Washington had served eight years, he refused another term as President, and retired to his home at Mount Vernon, where he died on the night of December 14, 1799, mourned by all the world.



Thomas Jefferson.

### 3. THE BARBARY STATES—DECATUR.

During the administrations of Presidents John Adams (1797–1801), and Thomas Jefferson (1801–1809), the country

**LESSON.**—During the administrations of Adams and Jefferson (1797–1809), the country prospered. Tribute was refused to the Barbary pirates and Commodore Preble forced them to yield. Decatur destroyed the “*Philadelphia*” at Tripoli.

grew rapidly and tried to live in peace with all nations. But, away up in the north of Africa, the Barbary States had for years made many nations pay them money to keep their pirates from capturing foreign ships.

When we failed to pay them, they made war on our commerce, and we sent Commodore Preble to pay them with powder and ball. He stormed and captured Tripoli and the pirates were glad to make peace.



Stephen Decatur.

During this war our frigate *Philadelphia*, while pursuing the enemy, grounded in the harbor of Tripoli and was taken by the pirates. Lieutenant Stephen Decatur volunteered to destroy her. With seventy-five men in the little *Intrepid* he sailed boldly into the harbor. The moment his vessel touched the *Philadelphia*, Decatur and his followers leaped on board of her and attacked the Tripolitans.

In twenty minutes they had killed twenty of the enemy and had driven the others overboard. Then Decatur set fire to the *Philadelphia*, and, leaving her wrapped in flames, went back to the *Intrepid* and sailed in triumph out of the harbor.

#### 4. CAUSES OF THE WAR OF 1812.

England was unfriendly to the United States for years after the Revolution, and showed her ill-feeling in many ways.

She stirred up the Indians on our northwestern frontier to

**LESSON.**—Tecumseh, encouraged by England, tried to unite the Indians against the whites. The Prophet attacked General Harrison and was defeated. England claimed the right to search our vessels for deserters. England and France were at war. Each forbade our trading with the other.

annoy and trouble us, and supplied them with arms and ammunition. At that time, a famous chief named Tecumseh and his brother, The Prophet, had gained great influence over the western tribes.

While Tecumseh was away trying to unite all the Indians in a war against the whites, The Prophet, with his followers, attempted to surprise the Americans, who were commanded by General William Henry Harrison. But he was watching them, and when they attacked him they found him quite ready for them. The battle of Tippecanoe followed, and the Indians were defeated with great slaughter.



William Henry Harrison.

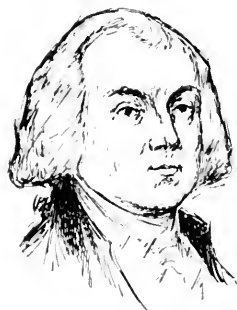
Although by our treaty with England we were a free and independent nation, the English claimed the right to stop American vessels and search them, to see if they could find deserters from the British navy. On this pretense, hundreds of our vessels were searched, and thousands of our seamen were taken and forced to serve on English war-vessels.

England and France had been at war for several years, but America, being at peace with both nations, had continued to trade with them. In 1806, England declared that no vessel should enter any ports owned or controlled by France. France met this act by a decree that no vessel should trade with England.

**LESSON.**—England tried to enforce her claim to search our ships. This made trouble and Jefferson demanded satisfaction of England.

Our country wanted to live in peace with all the world. We had so far kept out of quarrels between the nations of Europe. Our government therefore asked England and France to repeal these orders, and to let us trade as usual. But they would not do so, and captured American vessels whenever they were caught violating these decrees.

Then, in 1807, the British frigate *Leopard* hailed the American frigate *Chesapeake*, and, when the American commander refused to permit the British to search his ship, the *Leopard* fired a broadside, killing three and wounding eighteen of our sailors.



James Madison.

President Jefferson (1801–1808) ordered all British war vessels to leave American waters, and sent an armed ship to England to demand satisfaction.

England expressed her regrets for this act, but continued to search our ships wherever she found them, and it was clear that war could not be long delayed.

In the spring of 1811, *The Little Belt*, a British sloop of war, was hailed by the American frigate *President*. *The Little Belt* replied with a shot, and the *President* fired a broadside, which killed five men and wounded twenty-one. *The Little Belt* then answered the hail, and was allowed to go on her way.

This made Captain Ludlow of the *President* a popular hero, and increased the determination of our people to bear these insults no longer. In 1812, the United States declared

**LESSON.**—In 1812, Madison (1809–1817), proclaimed war with England. We were not ready for war, and at first the English were victorious. Later (1813), Harrison defeated the British in Canada, and, in 1814, Brown whipped them at Chippewa and Scott at Lundy's Lane.

war against England, and President Madison (1809–1817) issued a proclamation to that effect.

#### 5. BATTLES ON LAND.

This country, however, was not prepared for war. The years after the Revolution had been passed in building up our commerce and manufactures, and encouraging the arts of peace. Our navy was small, and our little army hardly deserved the name, while England had a great navy, and a powerful army.

Canada was in the hands of the British, and for nearly two years the English land forces were generally victorious. But in 1813, General Harrison invaded Canada and attacked General Proctor and Tecumseh at the river Thames. In ten minutes Tecumseh was killed, Proctor was fleeing, and the English had surrendered.



Then, in 1814, General Brown defeated the British at Chippewa, and General Scott won fame for himself and for the nation at the battle of Lundy's Lane.

The powerful English fleet made descents on our coast and plundered many places. They landed an army on the shores of Chesapeake Bay, took Washington and destroyed the capitol, the Congressional Library and many other buildings.

**LESSON.**—The English captured Washington, but were driven away from Baltimore. General Jackson was victorious at New Orleans, January 8, 1815.

The British forces then retreated from Washington, and tried to take Baltimore, but were defeated. The fleet was also driven off by Fort Henry, and sailed away.

It was the sight of the American flag still waving over Fort Henry that inspired Francis Scott Key to write "The Star Spangled Banner."



Andrew Jackson.

A British fleet and twelve hundred veterans under Sir Edward Pakenham, advanced against New Orleans to fight the last battle of the war (January 8, 1815).

General Jackson had built a strong breast-work of cotton bales, behind which the riflemen from Kentucky, Tennessee, and Mississippi awaited the attack. The British fought bravely, but were driven back with slaughter. Nearly twenty-five hundred of their men were reported as killed, wounded or missing, while the Americans lost but seventy-nine.

#### 6. THE NAVY IN THE WAR.

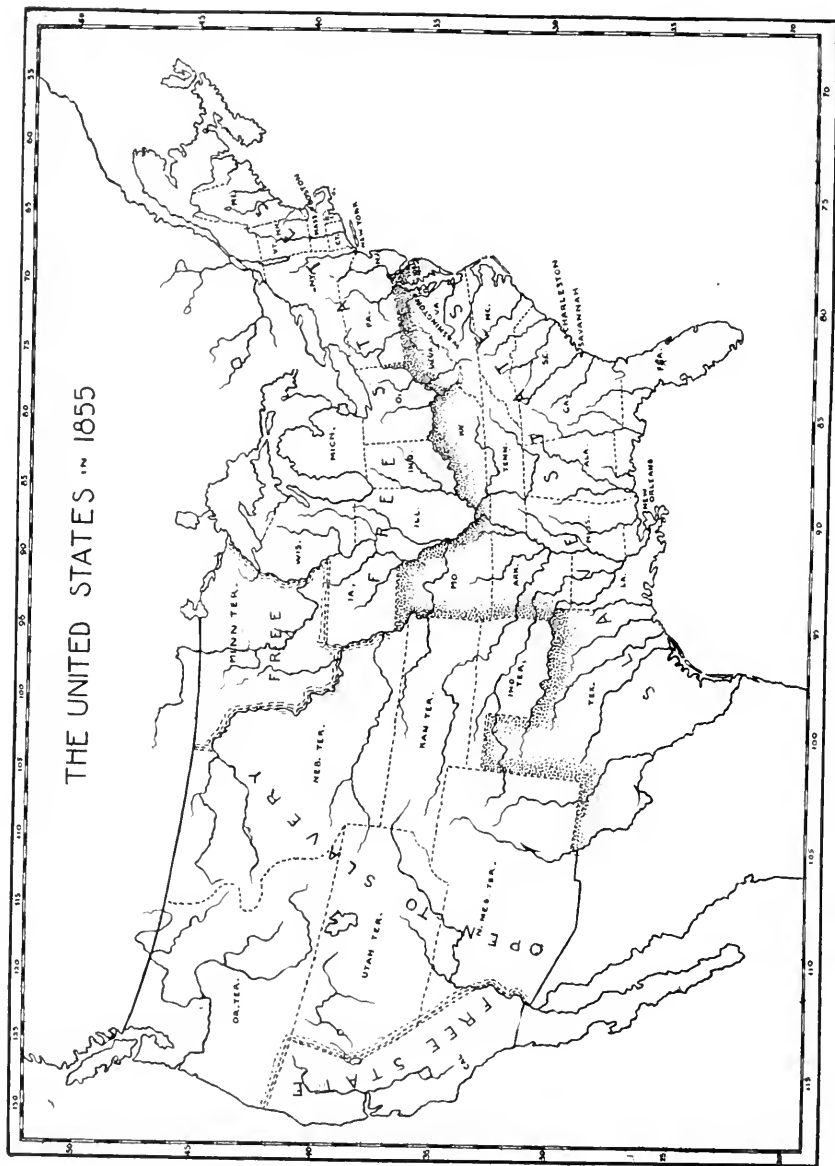
In spite of the great strength of the British, our sailors gained many glorious victories, and did their full duty during this war.

First the *Essex* captured the British brig *Mert*; then the *Constitution* attacked the British ship *Guerriere*, and, in a quarter of an hour, had riddled her hull, shot away her masts, and killed so many of her men that she surrendered.

Soon after this our *Wasp* captured the British *Frolic*, after an engagement so deadly that, when the Americans boarded



THE UNITED STATES IN 1855





**LESSON.**—Our navy gained five glorious victories in as many months, while privateers captured hundreds of vessels and thousands of prisoners. The "*Chesapeake*," compelled to yield, added to the glory of the navy.

the *Frolic*, not a single man was left on deck to oppose them.

Within a few days of this victory, the *United States* took the British *Macedonia* after a hard fight, and brought the prize to New York, while in December, the *Constitution*—*Old Ironsides*, as she was afterwards named—fought the British ship *Java* at close quarters for two hours, and forced her to surrender.

This made five brilliant naval victories in five months, while our privateers in the first year of the war took as prizes more than three hundred merchant vessels and thousands of prisoners. During the second year of the war, the navy did good work, and even when defeated added to its glory.



Captain Lawrence.



Commodore Perry.

While Captain Lawrence was refitting the *Chesapeake* in Boston harbor, Captain Broke, of the *Shannon*, challenged him to come out and fight. Lawrence accepted the challenge before his ship was ready, and with only part of his crew. The fight was a desperate one, and the result was in doubt, when Lawrence fell mortally wounded. As he was carried below he called to his officers, "Tell the men to fire faster. Don't give up the ship!" But his appeal was in vain, and the ship was compelled to surrender.

**LESSON.**—Commodore Perry, on Lake Erie, gained a great victory over the entire British squadron on September 10, 1813. A treaty was signed on December 24, 1814.

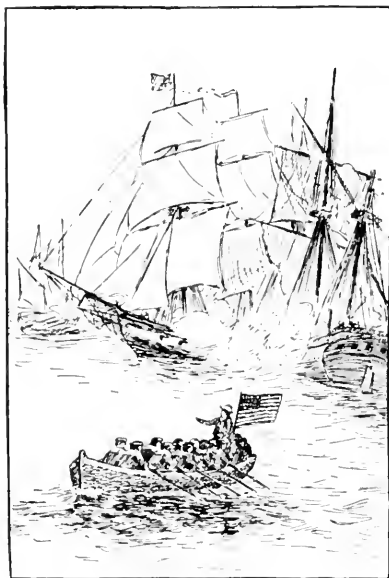
The greatest naval victory of the war was gained by Commodore Oliver Hazard Perry, on Lake Erie, over Commodore Barclay (September 10, 1813).

Perry's flagship, the *Lawrence*, was sunk by the enemy's guns, but in a small boat, he crossed to the *Niagara* under a heavy fire, and took her directly among the British fleet, firing right and left.

The other American vessels followed the *Niagara*, and the entire British squadron soon surrendered. Perry sent this word of his famous victory to General Harrison: "We have met the enemy and they are ours."

By this time England had made peace with France, and both sides were tired of fighting. On December 24, 1814,

fifteen days before the battle of New Orleans, a treaty of peace and friendship had been signed by England and America, and the war ceased as soon as the news reached this country.



Perry's Victory.

## PART VII.

### THE SECOND PERIOD OF EXPLORATION AND SETTLEMENT.

#### 1. KENTUCKY AND DANIEL BOONE.

**LESSON.**—Most of the territory claimed by the United States at the time of the Revolution between the Alleghanies and the Mississippi, was a wilderness, but daring hunters had begun to explore it.

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At the time of the Revolution there were thirteen colonies, whose settlements covered only a narrow strip along the Atlantic coast. They claimed, however, all the territory to the Mississippi River. Most of this country west of the Alleghanies was a wilderness, whose broad prairies and lofty mountains and great rivers were almost unknown to the colonists.

Life on the frontier always produces some bold, venturesome men who delight to explore new lands. There were many such men in the colonies, whose hardy natures longed for the wild and adventurous life of a pioneer.

About the time of the Revolution, as the colonies increased in population, a new era of exploration and settlement began.

Among the foremost of these pioneers, was Daniel Boone. When a mere lad, living on the banks of the Yadkin River in North Carolina, he was noted for his skill with his gun, and in his hunting expeditions had fought the savage beasts and the still more savage Indians.

As the years passed, new settlers built their homes near him,

**LESSON.**—Daniel Boone was then living in North Carolina. He was a great hunter, and had already explored that part of Virginia which became Kentucky. It was a beautiful country, claimed by hostile Indians.

and scores of hunters invaded the wilderness that he had almost thought belonged to him.

Friendly Indians told him of the great hunting-ground beyond the mountains, and, before the Revolution, Boone himself had explored that part of Virginia which became Kentucky. It was a beautiful country, full of game, but



Daniel Boone.

claimed by tribes of Indians who wanted no white man on their hunting-ground.

Boone was a great hunter, a good rifleman, and a sturdy frontiersman, ready for whatever might happen to him. Many stories are told about his

daring adventures, while he was exploring the country and hunting for the best place to settle. He was pursued by the savages, and escaped by his cunning. He was captured at another time, and stole away while the Indians slept.

For several months his brother was with him. Then he went away, and Boone was left alone in the great wilderness. After two or three years spent in exploring the territory, he

**LESSON.**—Boone had many adventures with the Indians. In 1775, he led thirty families to settle on the Kentucky River. Their cabins formed a fort. They were often attacked by the Indians.

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went home to lead a company of settlers into the new country.

He soon collected a band of thirty men, who, with their families, were willing to follow him hundreds of miles into the wilderness, and endure the dangers and privations of frontier life that they might begin a new State.

In 1775, he led them through the savage wilds to the place selected on the Kentucky River, and there they built their homes. They placed their log cabins so as to form the sides of a fort, and left loopholes through the walls so that they could shoot the Indians who might attack them.

As the cabins stood a little distance apart, they filled the spaces between them with strong posts, which they drove deep into the ground. This gave them an enclosure where their women and stock would be safe from harm.

They were for several years continuously attacked by the Indians, who at one time captured Boone's daughter and two other girls. Boone and a friend pursued the savages and rescued the children. At another time, Boone was captured and carried nearly two hundred miles to an Indian settlement, where he was adopted into a tribe. After living with them for some time, Boone heard them planning to destroy Boonesborough, and he made up his mind to run away in order to save his friends' lives.

He escaped one day when he was hunting with some Indians, and struggled on for five days, over rivers and through the wilderness, until he reached home. By and by the savages

**LESSON.**—Other settlements were made, and in 1792, Kentucky became a State. Before the Revolution, the British oppressed North Carolina, and emigration westward began. Robertson led emigrants into Tennessee.

appeared and attacked the fort, but were driven off, since the men were ready for them.

Other settlers soon joined these pioneers, new towns were started, and, in 1792, Kentucky became a State. But Boone disliked to be crowded, he said, and so he went away into Missouri, where he died at the good old age of eighty-six.

## 2. TENNESSEE—ROBERTSON AND SEVIER.

Before the Revolution, when English governors ruled the colonies, many of them, like Andros of New England and Tryon of North Carolina, were cruel tyrants.

Governor Tryon laid heavy taxes on the people of North Carolina. When the settlers refused to pay them he tried to make them do so. Tryon had some British soldiers, and he led them against a small force that the colonists had raised. The poor people fought bravely, but were defeated and several of them were captured and hanged.

Some of the settlers thought they would go away by themselves into the far west, where Tryon could not oppress them. Seventeen families, led by James Robertson, left their pleasant homes in North Carolina and crossed the mountains into what is now Tennessee. If the men had been alone the journey would have been hard enough, but they had to take care of their wives and children, as well as of their household goods.

Slowly they picked their way through dense forests and over the rough mountains, until they reached a beautiful valley. Then the tired emigrants rested by the side of the

**LESSON.**—They settled on the Watauga River. John Sevier and other settlers joined them. Sevier and Robertson outlined a plan for government by the people, who then made their own laws. The colony prospered, and in 1796, became the State of Tennessee.

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clear waters of the Watauga River, and there they built their rough homes.

It was not very long before other settlers came to join them. Among the newcomers was John Sevier of Virginia. He was a brave and intelligent man who saw at once that the delightful climate and pleasant country would soon attract many settlers.

He therefore had the country near the settlement explored, and those parts best suited to settlers marked on the maps. Then he and Robertson prepared an outline of the way in which the people could govern themselves.

When the settlers were called together, they were pleased with Sevier's plan, and began at once to make the few simple laws necessary in their little village.

This was the beginning of the great State of Tennessee. Sevier's work was soon known in Kentucky and Virginia, and many liberty-loving colonists made little settlements here and there. The colony grew so rapidly that, in 1796, it was admitted to the Union as the State of Tennessee, and John Sevier was its first governor.

### 3. OHIO AND RUFUS PUTNAM.

When we think of the great State of Ohio, with its scores of cities and millions of people, it hardly seems possible that, for some years after the Revolution, all that country was a wilderness without one white settler.

**LESSON.**—Ohio was then a wilderness. General Rufus Putnam brought a colony from New England and founded Marietta.

When the war was over, the hardy pioneers went farther and farther into the great West, and new settlements with their log cabins began to mark the sites of future cities.

The people of New England had heard of the Ohio Valley, and General Rufus Putnam persuaded a number of families to go there with him. In a rough boat, which they named the *Musflower*, they floated down the Ohio River. As they moved slowly along they watched for a suitable place for a home.

When they reached the junction of the Muskingum and the Ohio rivers, the emigrants landed, and were soon at work putting up log cabins, cutting down trees, and building a strong stockade round their little village as a protection from the Indians. They named their settlement Marietta in honor of Marie Antoinette, the beautiful queen of France, who was our good friend in the Revolution.



Anthony Wayne.

The Indians in Ohio were very hostile. They often attacked Marietta, but were driven away. Then they roved over the country in bands, and from their hiding-places fired upon new emigrants who were seeking a home in that territory.

The settlers had many a fight with the savages, until the government sent a brave soldier named Anthony Wayne, with a strong force, to conquer the red men.



**LESSON.**—Hostile Indians were conquered, more settlers came, and, in 1803, Ohio became a State. The territory west of the Mississippi was a wilderness. When Jefferson was President (1801-1809), he bought it of France, for fifteen million dollars, and sent Lewis and Clark to explore it.

They soon found he was more than a match for them, and agreed to live peacefully with the whites, or to go away. Then the rivers were soon covered with *Mayflowers*, and town after town was founded, until, in 1803, Ohio became a State.

#### 4. THE LOUISIANA PURCHASE—LEWIS AND CLARK.

You remember that up to the nineteenth century, the United States claimed only the territory east of the Mississippi River between Florida and Canada. Spain then held Florida, and France owned the land west of the Mississippi as far as the Rocky Mountains, Spain having given it back to her.

Most of that country was an unknown wilderness whose boundaries even were not fixed for many years, but it was larger than the United States at that time.

When Jefferson was President (1801-1809), Napoleon was ruler of France, and needed money to carry out his plans against England. No one knew much about the immense territory France claimed here, and Napoleon offered it all to the United States for fifteen million dollars. He agreed to use about three million dollars of the amount to pay the claims of American citizens against France.

His offer was quickly accepted (1803), and this gave us not only entire control of the Mississippi River, but a great territory for settlement.

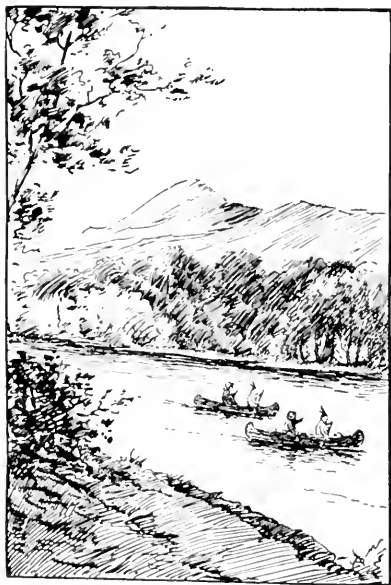
In order to obtain some idea of the extent and value of our new possessions, Jefferson sent out an exploring party (1804)

**LESSON.**—They went up the **Missouri River**, through a gap in the **Rocky Mountains**, and floated down the **Columbia River** to the **Pacific Ocean**.

under the direction of Meriwether Lewis and William Clark.

They found a beautiful, fertile country, abounding in game and well-watered by many large streams. They went up the Missouri River, aided by the Indians, who treated them kindly, passed through the grand country now called Yellowstone Park, and reached the Rocky Mountains.

There it seemed as if they must turn back, as they feared it



On the Columbia.

would not be possible to cross the mountains. But Lewis was not willing to give up. He set out alone, telling his companions to wait for his return. After some delay he found an Indian trail that led through a narrow gap in the mountains, and following this trail, he reached an Indian settlement. The natives were willing to help him, and being joined by his companions, they, with much difficulty, after enduring great hardships, came to a rapid stream that was running towards the west.

They thought this stream must flow into larger rivers and finally reach the Pacific Ocean. So they built some little boats and sailed down its waters.

At last they reached the Columbia River and floated slowly

**LESSON.**—Their report showed the value of that beautiful country from which Oregon, Washington, and Idaho were formed. Thousands of settlers rapidly built up great towns and cities in the fertile territories.

along through a delightful country, until they reached the ocean which told them of their success (1805). They stayed in that territory during the winter, and started to return home in the spring of 1806. They reached St. Louis in September, after an absence of more than two years. They kept a careful record of what they saw and did, and, when their story was told in the settlements, the people began to understand what a good land we had gained.

The Mississippi was no longer the limit of settlements. Beyond that river lay the great West with its fertile valleys and broad rivers, and lofty mountains, which thousands longed to see and possess.

Meriwether Lewis and Clark had discovered a new and valuable territory, and thus had given the United States a claim to the country which, later, became the States of Oregon, Washington, and Idaho.

Other explorers soon mapped out our new lands, as others followed Columbus. Settlers poured into the fertile territories, and built up great towns and cities more rapidly than the original colonies were settled, thus forming new and powerful States to join our Union.



James Monroe.

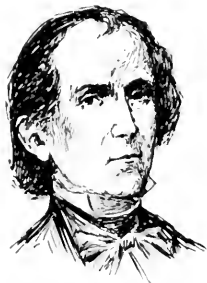


Martin Van Buren.

**LESSON.**—For about thirty years after 1812, the nation enjoyed peace and prosperity and became rich and powerful during the administrations of Monroe, Adams, Jackson, Van Buren, Harrison and Tyler (1817–1845). A panic in 1837, paralyzed business and caused much suffering.

#### 5. THIRTY YEARS OF PEACE.

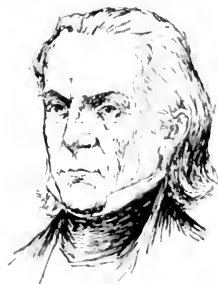
After the war of 1812, the United States enjoyed thirty years of peace with other nations, and, during the administrations of James Monroe (1817–1825), John Quincy Adams (1825–1829), Andrew Jackson (1829–1837), Martin Van Buren (1837–1841), and Harrison and Tyler (1841–1845), agriculture, commerce, and manufactures flourished, new States were rapidly added to the Union, and, in general, the country grew rich and powerful, while the people were contented and happy.



John Tyler.

Party feeling was strong and bitter, but all parties wanted to do what was best for the nation, and united to build up the arts of peace and to guard the best interests of the people.

There were a few Indian wars, but the savages were soon put down, and, in 1837, there was a business panic that, for a short time, caused a great deal of suffering all over the country. People could not get good money, and business nearly stopped, so that many could not find work. But these things were only temporary, and were soon overcome by the energy and wisdom of the people, and by the unbounded sources of prosperity in the nation.



Polk.

**LESSON.**—In 1845, the nation had increased from thirteen to twenty-seven States. Mexico claimed a large territory, including Texas, in the southwest. In 1836, Texas declared its independence.

At the time of the Revolution there were only thirteen States, but when Polk became President, in 1845, Vermont (1791), Kentucky (1792), Tennessee (1796), Ohio (1803), Louisiana (1812), Indiana (1816), Mississippi (1817), Illinois (1818), Alabama (1819), Maine (1820), Missouri (1821), Arkansas (1836), Michigan (1837), and Florida (1845), had joined the Union—the territory from which Florida was formed having been bought from Spain in 1819.

#### 6. THE MEXICAN WAR—TEXAS.

The next country south of the United States is Mexico. You remember that Mexico was discovered and conquered by the Spanish, who explored large tracts of land to the north of that country, and claimed possession by right of discovery.

These claims covered all the country west of the Louisiana Purchase, and south of Oregon, and included Texas.

Many settlers from the United States found homes in Texas, and took their slaves with them. Mexico, in 1824, abolished slavery, but the settlers in Texas took no notice of the law.

In 1836, the people in Texas, not liking the way in which they were governed by Mexico, set up a republic and declared their independence. In the war that followed, the Texans, under General Sam Houston, defeated the Mexicans under Santa Anna, but still Mexico refused to recognize the independence of the new republic.

In 1837, Texas asked to be admitted to our Union, and, in 1845, became one of the United States. This caused war

**LESSON.**—In 1845, it was admitted to the Union. This caused the Mexican War. We were victorious and Mexico ceded to us her territory within our present boundaries. In 1848, gold was discovered in California.

between Mexico and the United States in 1846. General Winfield Scott and General Zachary Taylor were sent to Mexico at the head of two small armies. They were everywhere victorious, and, after a most brilliant campaign, in which the Mexicans were defeated at Vera Cruz, Cerro Gordo, Buena Vista, and Monterey, the Americans reached the table-land of Mexico, and saw below them, in the beautiful valley, the capital city of the enemy.

It was strongly fortified and bravely defended, but, as one after another of its strong outlying forts was carried by assault, the Mexicans lost courage and surrendered, September 14, 1847. This ended the war. In 1848, a treaty was signed between the two countries giving us all the territory Mexico had claimed within our present boundaries.

#### 7. CALIFORNIA—THE DISCOVERY OF GOLD.

At that time there were not many people in California, but, in the same year that the treaty of peace with Mexico was made, gold was discovered in the Sacramento Valley. The news soon spread to the East and over Europe, and thousands from different parts of the world hurried to California.

As no railroad then crossed the Rocky Mountains the journey to California was a long and dangerous one.

There were then three ways of reaching that country from the East. The overland route was across vast plains, among hostile Indians, and over arid deserts, which, even to this day, retain relics of the hundreds that perished from hunger and

**LESSON.**—Its rich mines, productive soil, and delightful climate caused such rapid increase in population that, in 1850, it became a State. The English claimed part of our northwestern territory.

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thirst on their journey. The voyage around Cape Horn took three or four months, but was less dangerous, while the third route, by ship to Panama, by land across that Isthmus, and then by ship to California, was the easiest and safest of the three.

By all these routes emigrants went to seek for gold. California was soon dotted with miners' camps, and towns and cities sprang up like magic. In less than two years more than one hundred thousand people were scattered over that country, and its mines gave up millions of dollars' worth of gold.

But its soil was more precious than its gold, and, favored by its delightful climate, was soon found to produce immense quantities of grain, and a variety of other products unequaled elsewhere on the globe.

So rapidly did California increase in wealth and population, that in 1850, less than three years after the discovery of gold, she was admitted into the Union.

#### 8. OREGON AND MARCUS WHITMAN.

Although the discoveries of Lewis and Clark had given the United States a claim to the Oregon country, the boundaries of this claim were not determined, since the British possessions bordered on that territory, and some English had settled there.

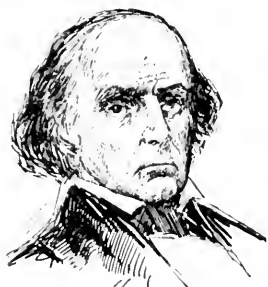
Our people in the East really knew but little of the great value of this immense territory. It was larger than all the New England and Middle States combined. It contained inexhaustible fields of minerals and precious metals, and pos-

**LESSON.**—Many of our public men were willing to yield most of it to England, but Marcus Whitman, a missionary there, knew its value, and determined to go to Washington to save it for the United States.

sessed a fertile soil. It had also the best harbor on the Pacific coast.

Through ignorance of its wealth, many of our public men were willing to yield most of it to England rather than to have much trouble about it. But it was saved to us by Marcus Whitman, a poor missionary, who had gone to that country in 1836, to carry the gospel to the Indians.

As Whitman traveled here and there over the territory, he soon discovered its value. He also learned of a plan that the great fur-trading company of Hudson's Bay had laid, to bring so many emigrants into the territory that they could hold it.



Daniel Webster.

Though winter was near, Whitman, with two companions, determined to go to Washington and save Oregon. The usual trail over the mountains could not be taken in the winter, and he was obliged to go south a thousand miles out of his direct course. The fearful story of that long and perilous winter journey will never be fully known. They swam rivers dangerous with floating ice, climbed mountains made almost impassable by storms and snow, and penetrated trackless forests infested by savage foes.

At one time the party were lost, and were saved only by the sagacity of a mule. Then their provisions gave out and they were compelled to eat their faithful dog and one of their mules. They reached Fort Bent, on the Arkansas River, with



**LESSON.**—After a terrible journey, Whitman reached Washington. Webster thought the territory valueless. Tyler promised to keep it, if it could be settled. Whitman took one thousand settlers there the next summer. This saved to the United States the great Oregon Territory.

hands and feet and faces badly frozen. But Whitman still pushed on and arrived at Washington on March 3, 1843.

He laid the case before Daniel Webster, but Webster did not care much for this “region of savages and wild beasts, of deserts, of shifting sands and whirlwinds of dust, of cactus and prairie dogs.”

But President Tyler thought differently, and promised Whitman that, if he could prove that Oregon could be settled from the States it should not be traded to Great Britain for a cod-fishery.

The following summer a wagon train containing about two hundred wagons and over a thousand emigrants, was led by Whitman across the Rocky Mountains, through the beautiful valley of the Walla Walla, on to the place of settlement in the fertile region of the



An Emigrant Train.

Columbia River. That band of emigrants settled the destiny of a great empire, and the Oregon territory was saved to the United States. Out of this country, as you have read, the three States of Oregon, Washington, and Idaho have been made, and are a part of our Union.

Dr. Whitman, having finished this task, returned to his

**LESSON.**—Whitman was killed by the Indians, but a college bearing his name, perpetuates his memory. Our territorial increase has been wonderful.

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home, and devoted himself to his work among the Indians. But it is said that agents of the Hudson Bay Company, provoked by his patriotic deed, incited the Indians against him. They surrounded the Mission house, killed Whitman, his wife, and twelve others, burned the buildings, and blotted out every vestige of the place. In 1883, Whitman College was chartered by the State as a fitting memorial of a national hero.

#### 8. OUR TERRITORIAL INCREASE.

Lewis and Clark completed the Second Period of Exploration and Discovery. At first, there were only thirteen little States. Then the States of Mississippi, Alabama, Tennessee, Kentucky, Ohio, Indiana, Illinois, Wisconsin, and Michigan were formed from the territory extending west to the Mississippi. The Louisiana Purchase gave us the present States of North Dakota, South Dakota, Nebraska, Iowa, Kansas, Missouri, Arkansas, and Louisiana, a part of the States of Montana, Minnesota, Wyoming, and Colorado, and the Indian and Oklahoma Territories.

The Oregon country by discovery and exploration (1804—1806), and by treaty (1846), added to the United States Idaho, Oregon, and Washington. From Mexico we gained the immense territory west to the Pacific (1845—1853), which covered the present Territories of Arizona and New Mexico, the States of California, Utah and Nevada, and part of Colorado, while Spain ceded to us Florida (1879) and most of our island possessions (1798), and Russia sold us Alaska (1867).

## PART VIII.

### THE STORY OF SLAVERY.

#### 1. THE INTRODUCTION OF SLAVERY INTO AMERICA.

**LESSON.**—Before America was settled, slavery was common in Europe, and many white persons were practically slaves in our early colonies. Slaves were brought to the West Indies in 1652, and to Virginia, in 1619.

Long before Virginia was settled, many nations in Europe traded in negroes who were made slaves. The idea of slavery or forced service, was common everywhere, and few, if any, opposed it. Soon after Jamestown was founded, there were in the colony many white “servants” who were about the same as slaves.

A part of these had willingly bound themselves to work for a certain time to pay their passage to America. Others were poor children brought here from England, or young men who had been kidnapped in London, while others were prisoners taken by the English when the government put down riots or rebellion in England. All these people were sold or “apprenticed” as “servants” here, and were generally treated as slaves.

In 1562, Sir John Hawkins, an English Admiral, brought the first cargo of slaves from Africa to America. He sold them to the Spaniards in the West Indies. In 1619, a Dutch man-of-war came sailing up the James. The captain had



Sir John Hawkins.

**LESSON.**—The negroes were more useful in the South than in the North. The colonists tried to prevent the slave trade, and it was prohibited in 1808.

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brought from Africa some black men and women whom he had captured there.

He offered to sell them to the colonists, who quickly bought them. This was the beginning of African slavery in the colonies, and the pioneer of the slave trade.

Many more negroes were brought here, and slavery soon spread through all the colonies. Most of these negroes were sold in the south, because they were needed there to work on the large plantations to cultivate tobacco, cotton, rice, and sugar.

In the north, on account of the climate, and of the varieties of work for which it was thought the negro was not suited, there were not many slaves.

At first they were brought from Africa, and an English company, in which the queen was interested, supplied our colonies with about three hundred thousand slaves before the Revolution, although the colonies tried to prevent the slave trade.

It was prohibited by our government after January 1, 1808, but several thousands annually were, for some years, smuggled into the country, on account of the great profit in this trade.

## 2. OPPOSITION TO SLAVERY.

There seemed to be a general feeling against slavery from the time it was first introduced. The old Continental Congress, when organizing the Northwest Territory in 1787, provided that slavery should be forever prohibited there. But

**LESSON.**—The North opposed the admission of Missouri into the Union as a slave State. Under the Missouri Compromise, she was admitted, but slavery was prohibited further northwest.

the slavery question did not trouble the people much until after the war of 1812.

When the Union was formed, seven of the States were free and six were slave States, but, at the close of 1819 there were eleven free and eleven slave States. Meanwhile the number of people who thought slavery wrong had rapidly increased, until a party was formed to keep it out of new States and territories.

When Missouri applied for admission into the Union, the question of slavery in our new possessions caused a bitter quarrel. The South thought that each State should decide this matter for itself, while the North said that Congress could make laws to govern territories, and could say on what conditions they would be admitted as States.



Henry Clay.

### 3. THE MISSOURI COMPROMISE.

After this dispute had lasted for nearly two years, and had roused a bitter feeling between the North and the South, the Missouri Compromise was agreed to in Congress mainly through the efforts of Henry Clay, and that settled matters for a short time.

By this agreement, Missouri was admitted as a slave State, but there was to be no slavery west of the Mississippi River, north of the southern boundary of Missouri.

Up to this time, the dispute between the North and the

**LESSON.**—Opposition to slavery increased. The Abolition Party was formed to liberate the slaves. There was an insurrection of slaves in Virginia. A general rising was feared. Texas became a slave State in 1845.

South had been about the admission of new States, but as people thought more and talked more about slavery, a party was formed in the North to liberate the slaves in the South.

There were not many of these Abolitionists, but they were very active, and stirred up the people by means of lectures and pamphlets sent through the mail. Some of their publications advised the slaves to kill their masters in order to gain their freedom, while others called for an army to march through the South to free the slaves.



Zachary Taylor.

The negroes in the South heard about this movement, and were greatly excited. In 1831, some slaves in Virginia, led by a negro named Nat Turner, tried to gain their liberty. This alarmed the slaveholders, and showed them the danger of a general rising of the negroes through the South.

But as the abolition movement increased, the opposition to it in the North also became more manifest. Meetings of Abolitionists were often broken up by mobs, their leaders assaulted, and the offices where their papers were published were destroyed.

When Texas asked to be admitted into the Union as a slave State, the South favored it as a means of increasing their power in Congress, while both Democrats and Whigs in the North were generally against it. But, in 1845, enough votes were secured in Congress to admit her, and she was the last slave State that joined the Union.

**LESSON.**—By a new compromise, California was admitted as a free State; slavery was not forbidden in New Mexico and a new fugitive-slave law was passed.

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All the territory taken from Mexico, except Texas, contained no slaves, but slaveholders would not settle in it unless they could take their slaves with them, while there was a strong feeling in the North against permitting slavery to gain a foothold in free territory.

In 1849, California set up a government of its own, and applied for admission into the Union as a free State. The South opposed the admission of California unless something was granted to that section in return. President Taylor, himself a slaveholder, favored its admission as a free State.

Taylor died in 1850, and Vice-President Fillmore succeeded him. During his administration a new compromise was agreed to by Congress, under which California was admitted as a free State; New Mexico and Utah were made territories without any reference to slavery; slave trade in the District of Columbia was forbidden; and a new and more binding fugitive-slave law was passed.



Millard Fillmore.

The new fugitive-slave law required all persons to aid in capturing fugitive slaves, and made a simple affidavit of a man sufficient to send into slavery any negro who was shown to be the person claimed.

This law was bitterly opposed in the North, and greatly increased the anti-slavery sentiment. In many cases the law

**LESSON.**—Some States passed **Personal Liberty Bills**. Congress opened **Kansas** and **Nebraska** to all settlers, and allowed each new State to decide the question of slavery for itself. **North** and **South** contended for **Kansas**.

was openly defied, and some States passed "Personal Liberty Laws" to prevent negroes from being carried back until the usual legal steps were taken.

#### 4. THE KANSAS-NEBRASKA BILL.

Everybody hoped that the extension of slavery had been settled by the Compromises of 1820 and 1850. But in 1854, during Pierce's administration, Stephen A. Douglas, a democratic senator from Illinois, renewed the discussion of slavery by introducing in Congress a bill opening the territory of Kansas and Nebraska to settlers with or without slaves; declaring that the people in each territory should settle such questions for themselves, and that each State should decide, when applying for admission into the Union, whether it would allow slavery or not.



Franklin Pierce.

The bill was passed, and Kansas became the battle-ground on which North and South fought the first contests to decide whether slavery or freedom should triumph.

The anti-slavery people in the North began at once to send large bodies of emigrants to Kansas, and provided them with arms, as well as with implements of agriculture, that they might overcome their enemies and conquer the soil.

The free State men rapidly increased in numbers, but were voted down at earlier elections by parties who lived in Missouri, and crossed into Kansas simply to vote.



**LESSON.**—Rival governments were formed there, and war followed. At last Kansas became a free State (1861). In 1856, the Republican Party was formed to oppose slavery. In 1857, the Supreme Court decided that negroes were property, and that Congress could not forbid slavery.

The free State men refused to accept the results of such elections, but chose other law-makers. Thus rival governments were formed, villages plundered, houses burned, people murdered and, for years, the whole nation was excited over the stories of the contest in Kansas.

At last the free State men so clearly outnumbered all others, that Congress was obliged, in 1861, to admit Kansas as a free State.

#### 5. A NEW PARTY.

The feeling against slavery had become so strong in the North that, in 1856, a new party, called Republican, was formed whose motto was "Free soil, free speech, free men." This party carried eleven States for Frémont and Dayton, in 1856, but James Buchanan was elected President.

In 1857, the United States Supreme Court increased the bitter anti-slavery feeling by deciding that negroes were not citizens, but were property; and therefore slaves, like other property, could be taken into any State. The Court also said that Congress had no right to forbid slavery in the territories.

One of the leaders in Kansas during the contest there for the State, was John Brown, a farmer from New York, who had gone to Kansas with his family to help win that State for freedom.



James Buchanan.

**LESSON.**—John Brown tried to free the slaves. He was captured and hanged. This increased the misunderstanding between the North and South. In 1860, Abraham Lincoln was elected President.

He had become so excited by the slavery question that he believed it to be his mission to lead the slaves of the South in their fight for freedom. He persuaded a few followers that the time had come for this movement, and, with twenty-two men, seized the United States Arsenal at Harper's Ferry.

He was soon captured, thirteen of his men were killed, and he, with six of his followers, were hanged by the authorities of Virginia.

The South thought this was the beginning of a series of attempts to stir up the negroes to kill their masters, and naturally were greatly aroused by it, since the negroes outnumbered the whites in the slave States.

The North pitied Brown as an honest fanatic, who was willing to die for what he thought to be his duty. The great body of the people in the North did not believe that slavery was right, and were not willing it should spread over new territories, though they never would have troubled slavery in the old States, either by law or by helping the slaves to free themselves.

But as both North and South misunderstood each other, they naturally grew further apart every day.

In 1860, the Republicans elected Abraham Lincoln of Illinois, President, and Hannibal Hamlin of Maine, Vice-President, by the votes of every free State but New Jersey.

Many people in the South believed that the election of Lincoln by a united North was the first step towards taking away the rights of the States and abolishing slavery. Some

**LESSON.**—Some of the South believed the North would liberate the slaves. Several States seceded, formed a new government, seized the United States property, elected Jefferson Davis President, and prepared for war. Buchanan made no attempt to preserve the Union.

of them were willing to wait to see what Lincoln would do but others favored immediate secession from the Union.

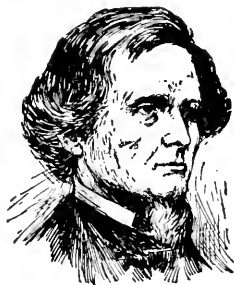
#### 6. SECESSION.

Those who favored prompt action triumphed, and South Carolina passed the Ordinance of Secession on December 20, 1860. Within a few months, Mississippi, Alabama, Florida, Georgia, Louisiana, and Texas also seceded.

Before Lincoln became President these States formed the "Confederate States of America," and elected Jefferson Davis of Mississippi, President., with Alexander H. Stephens of Georgia, Vice-President.

The Confederate government at once seized all property of the United States within its borders, and began to prepare for war. Still, the North did not believe the South really meant to secede, and the South did not think the North would fight to keep them in the Union. Both parties were to be sadly disappointed.

President Buchanan (1857–1861), denied the right of any State to secede, but hesitated to attempt to compel these States to remain in the Union. His cabinet was divided and the United States government took no decided action until Lincoln became President. This delay was very beneficial to the South.



Jefferson Davis.

## PART IX.

### THE CIVIL WAR.

#### 1. ABRAHAM LINCOLN.

**LESSON.**—Lincoln became President March 4, 1861. He was born in Kentucky, February 12, 1809. His family soon moved to Indiana.

ABRAHAM LINCOLN became President of the United States on March 4, 1861, in the midst of a crisis the most terrible and dangerous the country had ever met. He was almost unknown to most of the nation, but now it seems to us as if God had raised him for the times.

Lincoln came of good old Massachusetts stock. His grandfather, Abraham, had gone to Kentucky to seek a home. Thomas, the youngest son, was a carpenter. After the fashion of the day he built for his house a rude but comfortable log cabin, furnished it with rough chairs, tables, and bed,



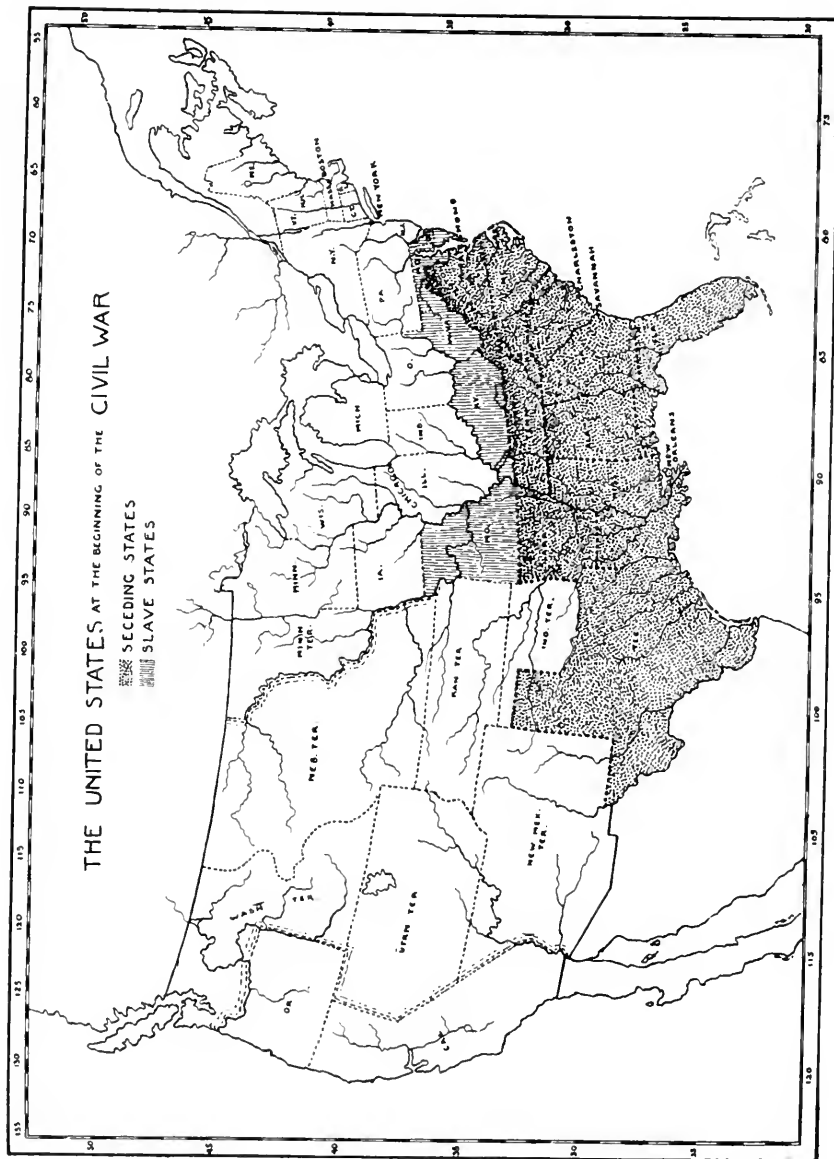
Birthplace of Lincoln.

of his own make, and then married Nancy Hanks and took her to this home.

There Abraham Lincoln, our President, was born, February 12, 1809. The family moved to Indiana when Abraham was about seven years old, and soon were settled down in a log cabin similar to the one they had left.

There were not many schools near their home; but Abraham





**LESSON.**—Lincoln had to work hard, but studied every spare minute. His father moved to Illinois. As farmer, storekeeper, surveyor, lawyer, he became popular, and was sent to the Legislature and to Congress.

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was anxious to learn all he could, and, after he once knew his letters and the nine digits, he read and studied and ciphered every spare minute he could find. A board served as a slate, and a burnt stick as a pencil, but he got along better with these than some of us do with our nice slates and pencils and copy books and pens.

By and by his mother died, and his stepmother did all she could to help him in his studies, while his father gave him work enough to keep him busy. And so between his books and his plow and plane, he grew to be six feet four inches tall, with a mind that fitted his great awkward body.

The family then moved into Illinois, and for a third time built their log-cabin home. But Abraham was then twenty-one years old, and began to work for himself. He labored on the farms, he tended in the little stores, he surveyed the land for the farmers, and was a very useful and popular man in the little settlement. Then he studied law and determined to be something more than a farmer's boy.

As a lawyer he gained the confidence of the people, and in 1834, he was sent to the legislature. As he became better known in the State, he was sent to Congress, where he boldly declared against the extension of slavery. But he gained the most reputation by his debates with Douglas, when canvassing Illinois for election as United States Senator.

He was ungainly in appearance, and not at first prepossessing, but when people learned to know him and understood his honest, kindly nature, and heard his clear, simple, exact state-

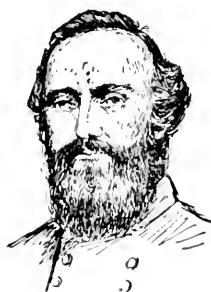
**LESSON.**—He opposed the extension of slavery, and, as President, determined to maintain the Union. April 12, 1861, the Confederates captured Fort Sumter, and war began. At Bull Run, the Union forces were defeated.

ments, they began to see his fitness for the great work to which he had been called.

President Lincoln at once took the position that the Union was one and inseparable, and the people of the North agreed with him. Still, he hoped at first that some compromise might bring back the seven sisters without a war.

## 2. FORT SUMTER.

But down in Charleston Harbor one fort, Sumter, had refused to yield to the Confederates. On April 12, 1861, Beauregard, the Confederate General at Charleston, threw shot and shell into the fort for thirty-six hours, when, helpless and on fire, it was given up by its gallant commander, Major Robert Anderson.



Stonewall Jackson.

The news of the battle was flashed over the land. It brought Virginia, North Carolina, Tennessee, and Arkansas into the Confederacy, and united the North in the resolve to keep the Union without the loss of a single star.

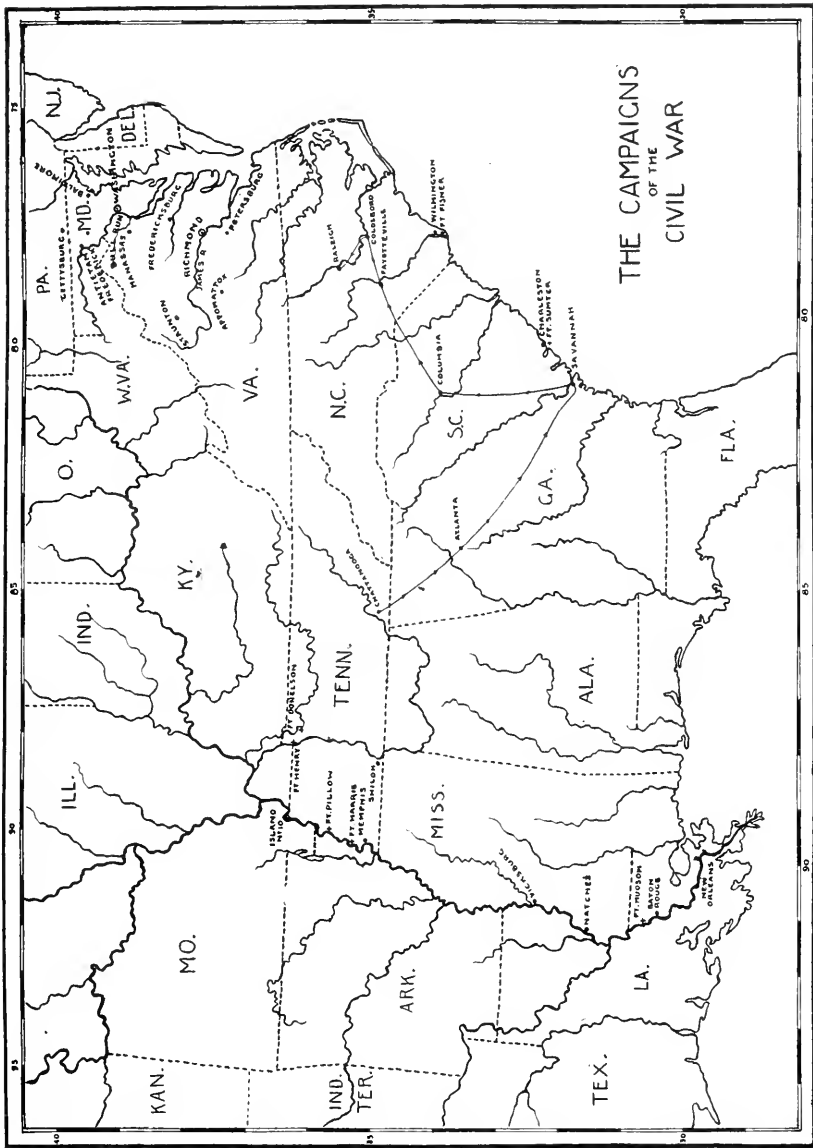
And then the war began in earnest. Great armies were raised and equipped, and for four long, bloody years fearful battles were lost and won.

## 3. THE NORTH AND THE SOUTH.

The first battle of the war was at Bull Run (July 21, 1861). At first the Union forces drove back the Confederates. Their



# THE CAMPAIGNS OF THE CIVIL WAR





**LESSON.**—Lee twice invaded the North, but was driven back defeated at Antietam and Gettysburg. The South was on the defensive and had some advantages, but the North had the navy, more men, and greater resources.

advance was checked by “Stonewall” Jackson, who held his men in position until Confederate reinforcements arrived. Then the Union army was beaten back in disorder.

The fighting was mostly in the South. Twice General Lee invaded the North, only to be driven back at Antietam by General McClellan, and at Gettysburg by General Meade after closely contested battles, with great loss.

But generally the South was on the defensive, which gave it the advantage of knowing the ground, of being surrounded by friends, and of being able to transfer forces quickly from one point to another for defense or attack as needed.

The South was also able to put a large proportion of its men in the field, as the slaves worked the plantations faithfully.

The North had still greater advantages in controlling the navy, as well as in men and resources. In fact, the navy greatly aided in bringing about the final result, since it blockaded the coast so that the South could not ship its cotton abroad to get money to pay the expenses of the war, nor could it obtain supplies from other countries.

For this reason it soon became difficult to buy many common articles of food and clothing in the South. But the people tried to get along without them.

Cereals were roasted and used instead of coffee ; a variety of herbs took the place of tea ; the women again wove cloth, and



George B. McClellan.

**LESSON.**—The blockade caused the South to suffer. The Confederates gathered at Richmond; the Union forces, at Washington. To be victorious, the North must control the Mississippi, blockade the coast, and capture Richmond.

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rich and poor alike were clothed in the homespun garments of the olden time.

But there was little complaint from the men in the field or from the women at home. With the endurance of our Revolutionary ancestors they bore these hardships as part of the necessary evils of a war which they believed to be righteous and just. The Confederates soon gathered a large army at their capital, Richmond, while the Union forces were collected around Washington.

#### 4. THE TASK SET FOR THE NORTH.

The war had hardly begun before it was clearly seen that to be victorious, the North must do three things. First, it must control the Mississippi River to its mouth. This would separate Texas, Arkansas, and Louisiana from the rest of the Confederacy, and shut off the supplies of beef and other necessities that were furnished by these States.

Then, second, the navy must so blockade the coast as to prevent all ocean trade with the South. This was done as well as could be expected on a long coast that offered so many opportunities to avoid the blockading fleet.

Third, Richmond, the capital of the Confederacy, must be taken, and its army captured or destroyed.

#### 5. THE CONTROL OF THE MISSISSIPPI.

It took nearly two years for the North to gain control of the Mississippi River. A beginning was made from the

**LESSON.**—Grant and Foote captured Forts Henry and Donaldson. Grant and Buell defeated Johnston at Shiloh, Island Number 10 surrendered, and the river was gained as far as Fort Pillow. Farragut took New Orleans.

North. General Grant with his army went along the river bank, and Commodore Foote with his gunboats was ready to help him.

They took Forts Henry and Donaldson and about 15,000 prisoners, with a great amount of arms and supplies. This forced the Confederates to leave Kentucky and lost to them nearly all of Tennessee.

But they were not willing to abandon this territory without a struggle, and General Albert Sidney Johnston, with a powerful army, attacked Grant's forces at Shiloh (April 6, 1862).

For two days the battle raged. At first the Confederates drove Grant back, but General Buell joined the Union forces with reinforcements, and the Confederates retreated. Island Number 10 surrendered the next day to Commodore Foote, and the river was gained as far as Fort Pillow.



Commodore Farragut.

While Grant and Foote were slowly making their way down the Mississippi, Commodore Farragut, aided by General Benjamin Butler with a small army, undertook to capture New Orleans.

There were some very strong forts below New Orleans that Farragut could not take, and so at the risk of losing his fleet, he boldly steamed past them, destroyed the Confederate ships, and captured the city (April 25, 1862).

Then he sailed up the river, took Baton Rouge and Natchez,

**LESSON.**—He took Baton Rouge and Natchez, and joined Grant at Vicksburg, which surrendered July 4, 1863. Port Huron yielded, and the North controlled the Mississippi. The Confederates covered the *Merrimac* with iron.

and joined the Union forces at Vicksburg, which, with Port Hudson, alone remained in the hands of the Confederates.

For forty-seven days Vicksburg resisted all attempts to capture it, but at last, worn out by fighting, and watching and work, and weak with hunger, the brave army of over thirty thousand men surrendered (July 4, 1863).

Port Hudson was soon compelled to yield; the Union forces held the Mississippi down to its mouth, and the Confederacy was divided.

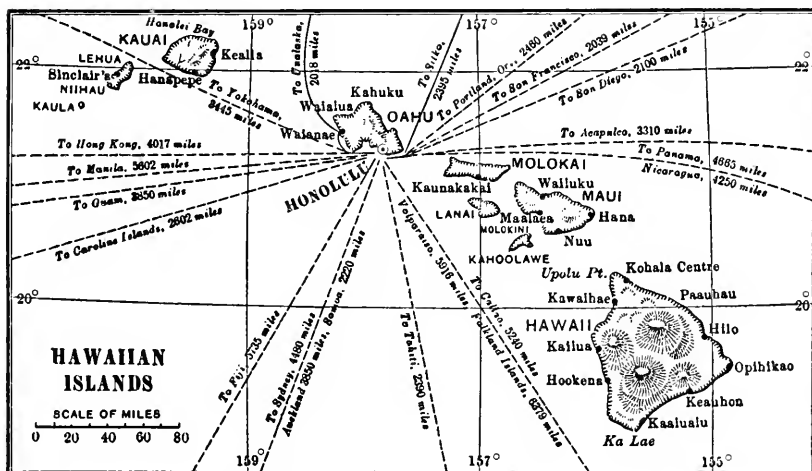
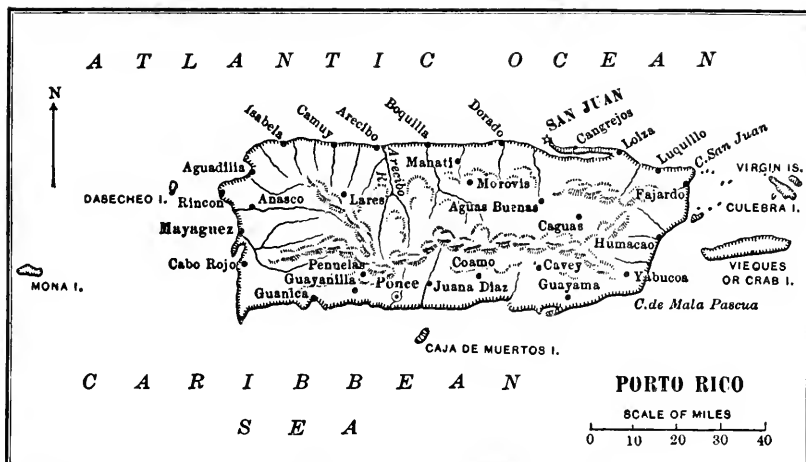
#### 6. THE BLOCKADE.

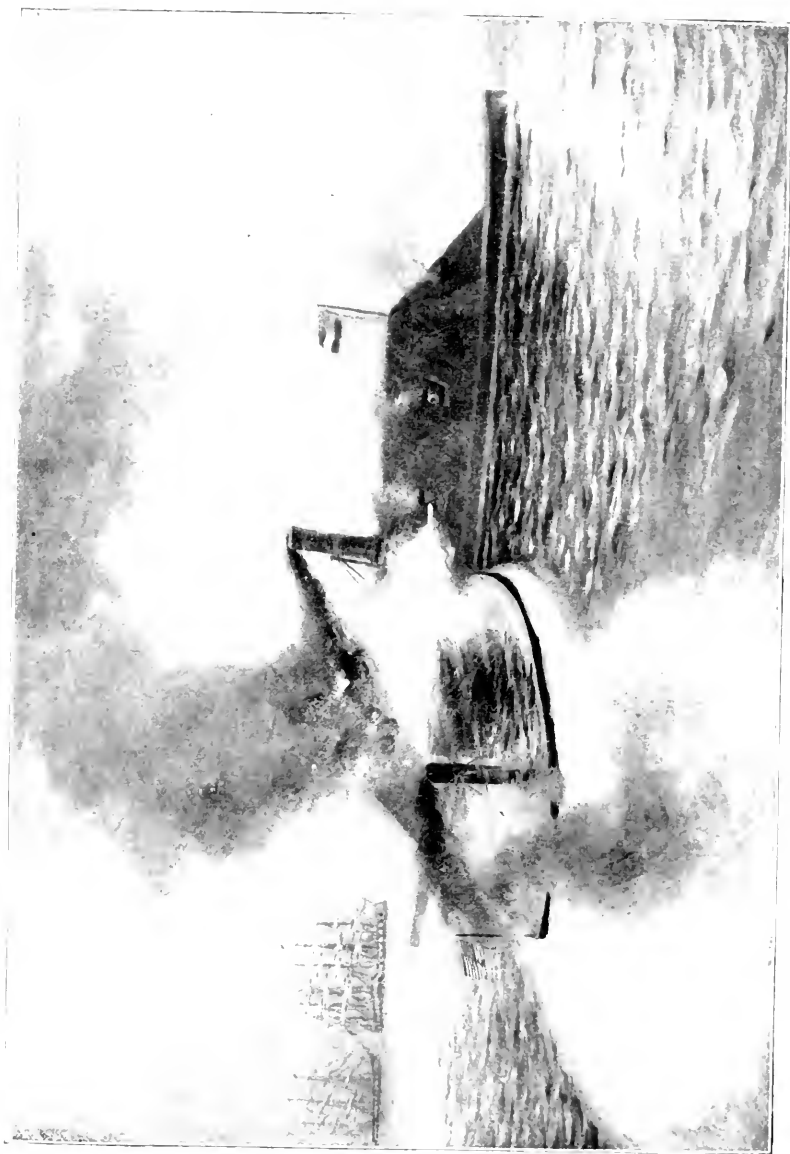
The Confederates were always planning to break the blockade. They had bought English vessels and sent them out as privateers, which had done our commerce great damage. Ships also now and then ran the blockade and brought supplies in exchange for cotton.

But the Confederates were not satisfied with these results. They wanted a navy that would not only break up the blockade, but would attack the great Northern seaports and destroy or lay them under tribute.

#### 7. THE MONITOR AND THE MERRIMAC.

When the Confederates took possession of the navy yard at Norfolk, Virginia, they found there the old frigate *Merrimac*. First they cut off a good deal of its upper works. Then they covered its sides with iron, and fastened a strong iron beak to its prow, to run into and sink the enemy's ships.







**LESSON.**—It attacked the wooden fleet at Hampton Roads and sank the "*Cumberland*." The shot and shell from the Union fleet did not harm her. The little iron-clad "*Monitor*" met her and defeated her.

At this time the great battleships of the world were made of wood. In Hampton Roads near the navy yard lay the Union fleet of wooden vessels.

When the *Merrimac*, or *Virginia*, as the Confederates had named her, was fully ready, she steamed slowly out into Hampton Roads and approached the sloop-of-war *Cumberland*.

The Union fleet poured a torrent of shot and shell on her armored sides without doing her any harm, while she struck the *Cumberland* with her iron prow and sank her with all her crew. Then the *Merrimac* went back to Norfolk to get ready to destroy the rest of the fleet on the morrow.

At this time a queer little craft that looked "like a cheese-box on a raft," was quietly steaming along the coast from New York to Hampton Roads, where it arrived after the *Merrimac* had gone back to Norfolk.

Entering the Roads, this little iron-clad *Monitor*, with only two guns in her revolving tower, waited for the return of the *Merrimac*.

In the morning, as the *Merrimac* came down to complete her work of destruction, the *Monitor* boldly darted out to meet her. Then began a battle that changed the navies of the world from wooden ships to great iron-clads.

For two hours the contest raged, and then the *Merrimac* retired to Norfolk and never again appeared.

**LESSON.**—The Confederates still held Richmond, but the South grew weaker. The slaves were useful to their masters. Lincoln declared them free on January 1, 1863. Two Confederate armies were yet to be captured.

#### 8. THE CAMPAIGN AGAINST RICHMOND.

The campaign against Richmond was begun almost as soon as war was declared. The Confederates under General Joseph E. Johnston, and, later, under General Robert E. Lee, successfully defended the city against the Union armies.

The Confederates were not satisfied to act always on the defensive. They often attacked the Union forces, and battle after battle was fought with varying results, but the city was never in danger.

The South, however, was gradually growing weaker, and was suffering for supplies, while it became more and more difficult to obtain soldiers to fill the ranks of its armies.

Some slaves had run away from their masters and come into the Union lines, but many more were faithful to their owners. They worked the large plantations, and often were used in building fortifications for the Confederate armies.

President Lincoln issued a proclamation (September 22, 1862), declaring all the slaves free on January 1, 1863. This gave the slaves a standing as citizens and many joined the Union armies. It also gained more support in Europe for the Union.

Still, in 1864, there were two strong Confederate forces to be overcome. One was the army of Virginia under General Lee, and the other was commanded by General Johnston in Georgia.

Early in this year, General Ulysses S. Grant was put in

**LESSON.**—In 1864, Grant took command of the United States armies. Sherman was ordered to march from Atlanta to the sea. He captured Savannah, Columbia and Charleston. This left the South without a sea-port.

command of all the Union forces, and took charge of the Army of the Potomac in its campaign against Richmond.

#### 9. THE MARCH TO THE SEA.

General William Tecumseh Sherman was given command in the South, with orders to take Atlanta, and then to march eastward to Savannah, through the granary of the Confederacy.

He at once moved South from Chattanooga and captured Atlanta. Then he started on his celebrated "March to the sea," three hundred miles away.

The Union army numbered but sixty thousand soldiers. It cut loose from all communication, and, with only ten days' provisions, advanced in four columns on its dangerous march.

Weeks passed, and no news from Sherman reached the waiting North. The people began to grow uneasy and anxious. He was in the midst of enemies, who would do all they could to destroy him. Suddenly the words flashed North over the wires, "Sherman has taken Savannah" (December, 1864).

On February 1, 1865, Sherman marched northward from Savannah. Columbia was captured on February 15, and Charleston was abandoned by the Confederates the next day.

This left the South without a single port on the Gulf or Ocean.



Gen. W. T. Sherman.

**LESSON.**—Grant gradually closed in on Richmond. Sheridan's cavalry cut off its supplies. Lee's army fled South to meet Johnston's. Grant pursued. Lee surrendered on April 9, 1865, and Johnston on April 26.

#### 10. RICHMOND TAKEN.

Meanwhile Grant had been gradually closing in on Richmond. General Philip H. Sheridan, whose brilliant deeds would fill a volume, was sent with a large cavalry force down the Shenandoah valley to Staunton. He destroyed the railroads that brought supplies to Richmond. Then he was ordered to the southwest of Petersburg to harass the enemy and keep supplies away.



Phil. Sheridan.

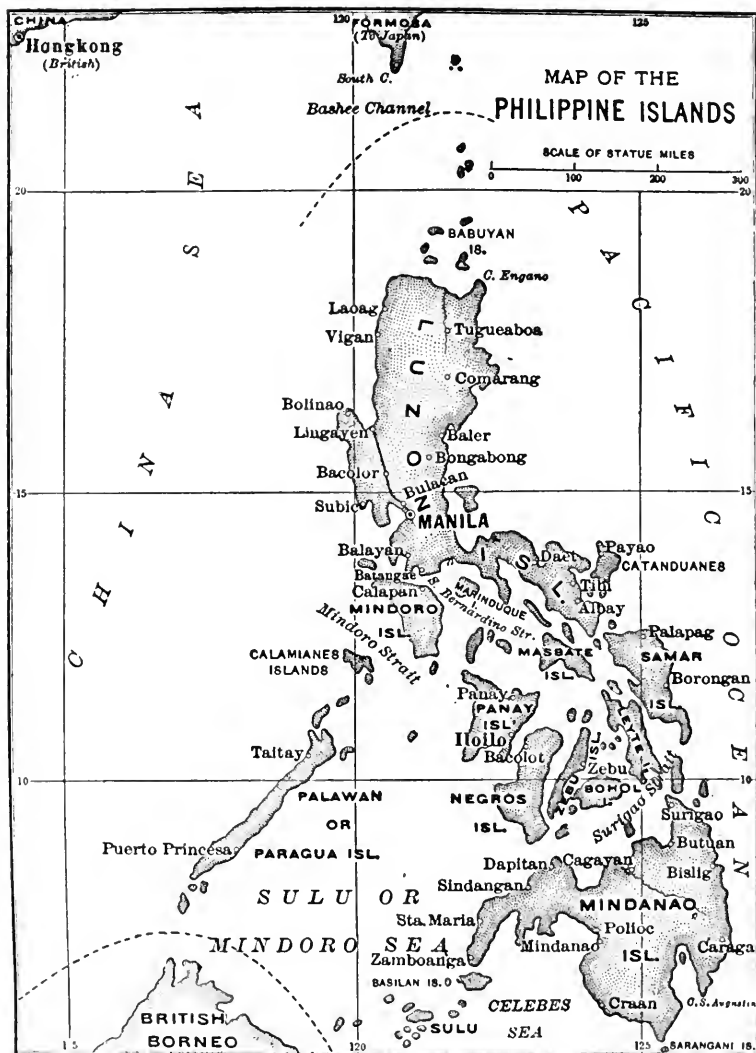
Lee now saw that his condition was hopeless. He determined to abandon Richmond and hurry south to meet Johnston.

On the night of April 2, the Confederates fled from Petersburg and Richmond. Grant followed hard after the retreating army.

Seeing that further resistance would be useless, General Lee surrendered at Appomattox Court House, April 9, 1865. General Grant sent the Confederate soldiers back to their homes, and gave them their horses to use on their farms.

When General Johnston heard that Lee had surrendered, he knew the war was ended. On April 26, he yielded to General Sherman, receiving the same terms that were granted to Lee. By the last of May all armed resistance to the Union forces ceased.





**LESSON.**—The war was over. The Union was preserved, but Lincoln the Great was shot April 14, 1865, and died the next day. Lincoln and Washington are preeminent in our history.

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#### 11. LINCOLN ASSASSINATED.

While the country was rejoicing at the return of peace, President Lincoln was shot by John Wilkes Booth (April 14, 1865), and died the next morning.

Sorrow filled the land, and emblems of grief were entwined with the white wreaths of peace. Lincoln had grown into the hearts of his people, even more than they knew, till death took him. The South mourned with the North, for they felt that he was their friend.

They knew that, during the entire war, his heart was filled with sorrow for the ruin and desolation caused by the bitter conflict, and that his sympathy reached every mourning fire-side. They had read in the tender, masterful conclusion of his Second Inaugural Address, these words: "With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and orphans; to do all which may achieve and cherish a just and a lasting peace among ourselves and with all nations," and they believed he would deal wisely and justly with the South.

As the years have passed since his death, his greatness has become more and more evident to the world, until to-day Washington and Lincoln stand together, preëminent in our history.

## PART X.

### THIRTY YEARS OF PEACE.

#### 1. PROSPERITY AND GROWTH.

**LESSON.**—The war was followed by thirty years of peace. President Johnson pardoned all Confederates. The South was poor, but rapidly became prosperous. The North also built up great industries.

THE story is now of peace that lasted more than thirty years. Hardly was the war ended when the veterans of North and South returned home to become again peaceful citizens.

On Christmas day, 1868, President Johnson issued a pardon for all who fought against the Union, and no Confederate soldier was punished. The contest was henceforth to be in field and shop and forum, for a united country.



Andrew Johnson.

The South began this contest under many disadvantages, for the war had left her people poor, and they had to learn how to adapt themselves to the new order of things which followed the abolition of slavery.

But during this long period of peace she greatly prospered. Not only did she raise larger crops of her staple products, but she built new railroads, established new industries, and grew more prosperous than ever before, while the whole country rejoiced with her in her successes.

Nor was the North a laggard in the race, as the record of her great factories and mills and farms and schools will prove.



**LESSON.**—Before 1897, nine more States were admitted to the Union, and Alaska, rich in seals, forests, and mines, was bought from Russia. Disasters did not hinder our progress.

During the administrations of Andrew Johnson (1865–1869), Ulysses S. Grant (1869–1877), Rutherford B. Hayes (1877–1881), James A. Garfield and Chester A. Arthur (1881–1885), Grover Cleveland (1885–1889 and 1893–1897), and Benjamin Harrison (1889–1893), Nebraska (1867), Colorado (1876), North Dakota (1889), South Dakota (1889), Montana (1889), Washington (1889), Idaho (1890), Wyoming (1890) and Utah (1896), were admitted into the Union, and the great territory of Alaska was bought from Russia.



R. B. Hayes.

This territory contains nearly six hundred thousand square miles. The Aleutian Islands in Behring Sea, that belong to it, are the home of large numbers of seals, while fur-bearing animals are found on the mainland. It is rich in immense forests, and its mines have drawn thousands of adventurers there, who have gained a large amount of gold.



Chester A. Arthur.

## 2. SOME HINDRANCES.

In general, the history of these thirty peaceful years was one of rapid growth and of great prosperity. There were some dreadful disasters that for a time cast a gloom over the nation, but even these did not hinder its progress.

On October 8, 1871, the greatest fire of modern times

**LESSON.**—A fire swept Chicago (1871), but a greater city rose from the ruins. Boston suffered (1872), but erected more elegant buildings. The Indians made some trouble. President Garfield was assassinated (1881).

raged in Chicago. It destroyed twenty thousand buildings made one hundred thousand people homeless, and burned \$200,000,000 worth of property. But the courage of the citizens was greater than the fire, and, aided by the gifts and sympathy of the whole nation, a greater city soon rose out of its ruins.



Grover Cleveland.

In December, 1872, a similar fire swept over Boston, Massachusetts. About sixty-five acres were burned, and solid buildings of stone and brick went down before the flames like houses of pine. About \$30,000,000 worth of property was destroyed; but soon new and more elegant buildings replaced those that were burned, and the city prospered more than before.

The Indians now and then made trouble, and, in 1876, attacked a body of cavalry led by General Custer, and massacred every one of them.

On July 2, 1881, President Garfield was assassinated in the railway station at Washington. For weeks he clung to life and the hopes and prayers of the nation followed him to the sea coast, where he was carried in the vain hope that there he might gain new strength. But the skill of man was of no avail, and he died on September 19.



Benjamin Harrison.

**LESSON.**—Johnstown was destroyed by a flood (1889), and Galveston was almost ruined by a tidal wave (1900). The claim of the workmen for more wages caused trouble.

An awful disaster destroyed Johnstown, Pennsylvania, in May, 1889. A great reservoir above the town burst its banks and poured down a resistless flood of waters that swept more than three thousand people and \$10,000,000 worth of property to a common destruction.

On Sunday, September 9, 1900, the city of Galveston, Texas, was almost destroyed by a powerful tidal wave produced by a tropical hurricane. The city was built on a long, narrow island, and, being exposed to the open gulf, was covered by the waves. About seven thousand lives were lost, and \$30,000,000 worth of property was destroyed. But the energy of the survivors and the gifts which poured into the ruined city from every state, soon brought order from chaos, and the city was rapidly rebuilt.



General Garfield.

### 3. LABOR TROUBLES.

The most serious troubles, and those that affect most the future of this country, are the disputes between the laboring classes and their employers. As vast corporations were formed controlling nearly every form of industry, even to transportation and the natural products of the earth, the laborer began to believe that he was not getting a fair share of the result of his work.

To protect the interests of the working men and women,

**LESSON.**—There were serious conflicts between workmen and their employers. Strikes occurred, leaders were blacklisted, boycotts were declared, and foreign labor was imported. Riots ensued, and troops were used to protect property.

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various labor organizations were formed whose power and influence were known and felt everywhere.

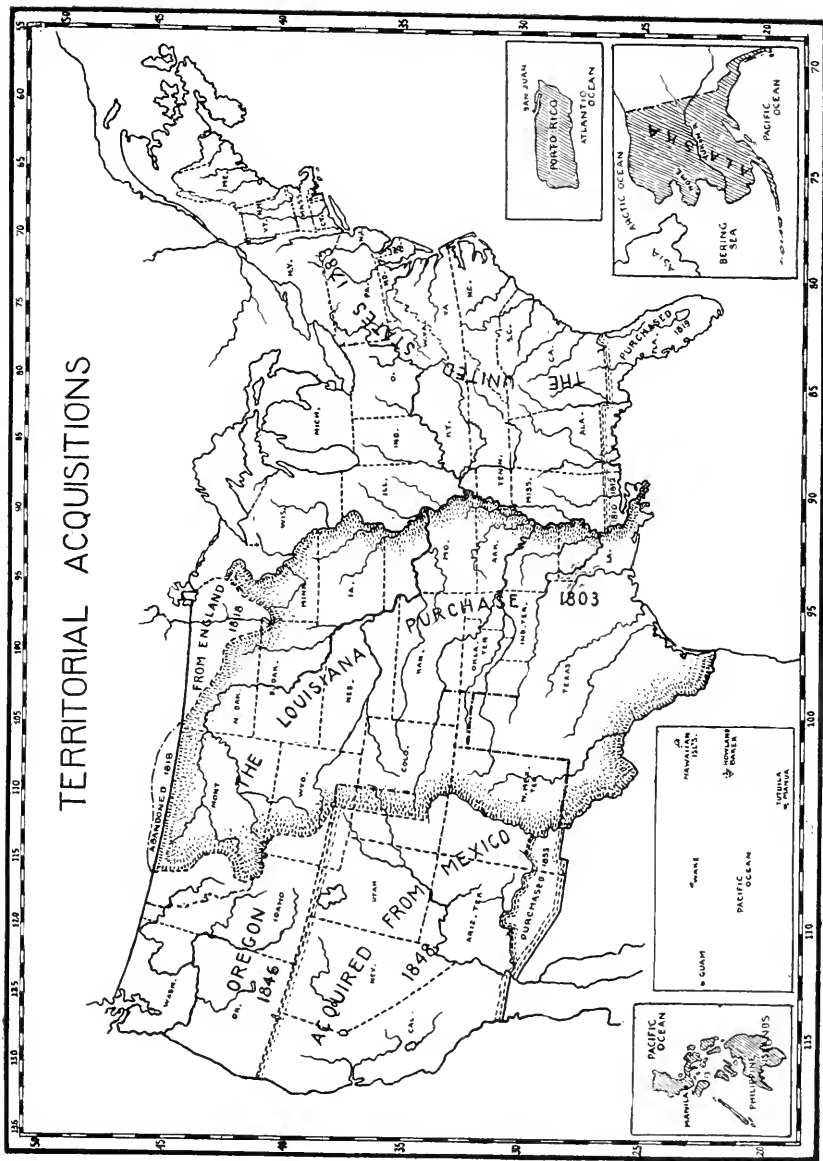
Generally, differences between the workmen and the employers were settled by mutual concessions, but sometimes neither side would yield any part of its claims. Then the laborers would refuse to work, and often would try to prevent other workmen from filling their places.

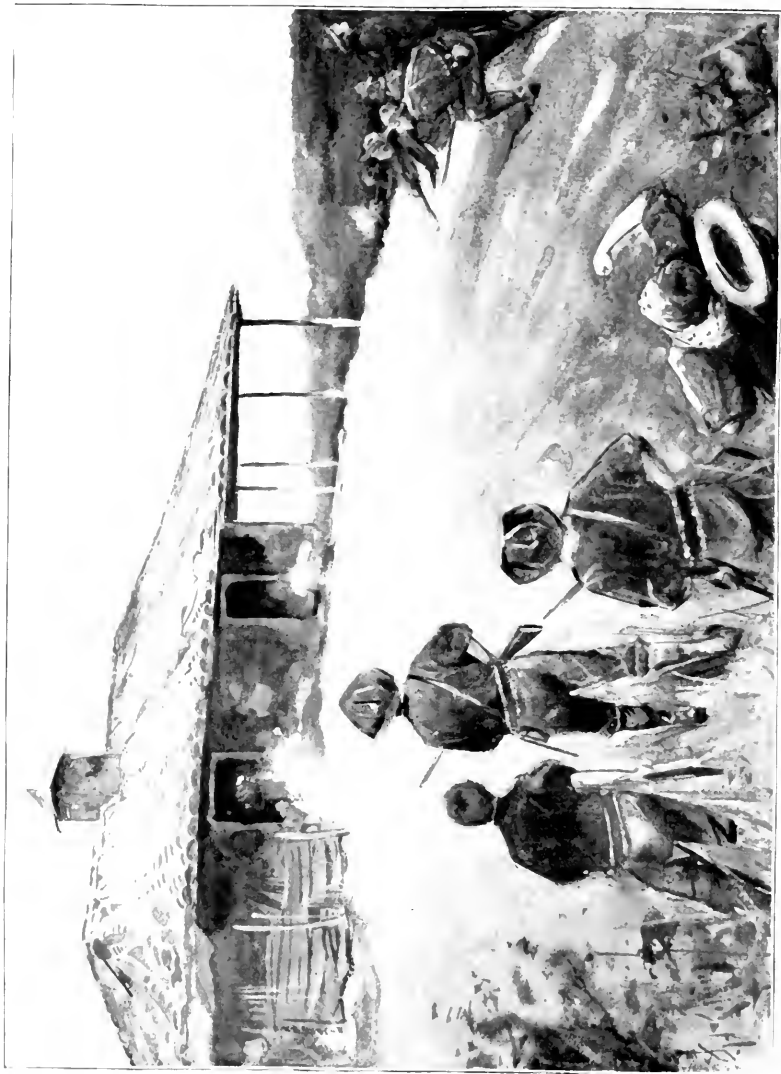
The employers then "blacklisted" the leaders in these troubles, and sent their names to other employers, who refused to give them work. The Unions resented this by urging everybody not to buy anything made by these people, or to have any dealings whatever with them. The employers in turn brought foreign laborers here, who were not members of Labor Unions, and who would work for low wages.

Many strikes of alarming proportions were engaged in, and there were riots in several cities. The most serious of these troubles were the Chicago strikes in 1886, the railroad strikes of 1877, the Homestead strikes in 1892, the Pullman, railroad, and coal miners' strikes in 1894, and the strike of the steel workers in 1901, and the coal miners' strike in 1902.

The leaders of the various labor organizations wisely discouraged the use of force in these strikes, but among the many unemployed there are always enough ready to stir up riots and destroy property. In most of the strikes mentioned State militia was called out, while in some, United States troops were used to protect life and property.

# TERRITORIAL ACQUISITIONS





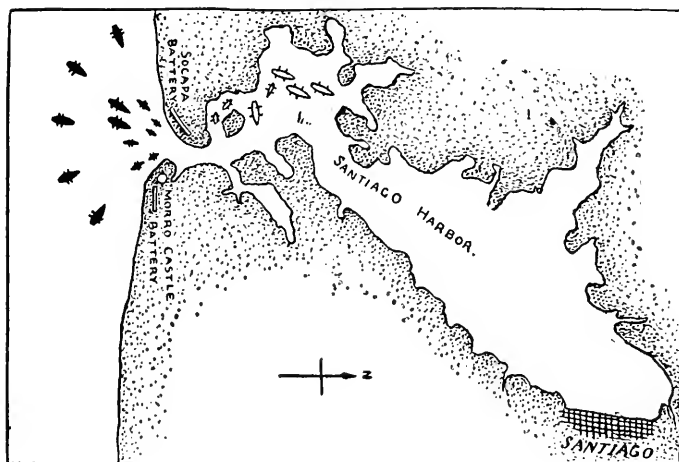
## PART XI.

### THE SPANISH-AMERICAN WAR (1898).

#### 1. THE CAUSE—CUBA—THE MAINE.

**LESSON.**—Spain had ruled Cuba cruelly for centuries. In 1868 and in 1895, Cuba revolted.

NEAR our eastern coast lies the beautiful island of Cuba, the “Pearl of the Antilles.” Spain discovered and ruled it



Santiago Harbor.

for about four hundred years, cruelly and selfishly, as she did all her colonies.

In 1868, the Cubans rebelled and fought the Spanish for ten years, when they accepted Spain's promises of better treatment, and made peace. But these promises were not kept, and, in 1895, Cuba again revolted.

**LESSON.** The war that followed was brutal. The United States sympathized with Cuba. In 1898, the *Maine* was destroyed at Havana. Our government demanded Cuba's freedom, and Spain declared war.

The Spanish carried on this war very brutally. They forced planters and farmers to leave their homes, abandon their crops, and encamp near places where Spanish troops could watch them. There they died by thousands, of disease and hunger. "This," said President McKinley, "was not civilized warfare. It was extermination."

Our people sympathized with the Cubans, and wanted to



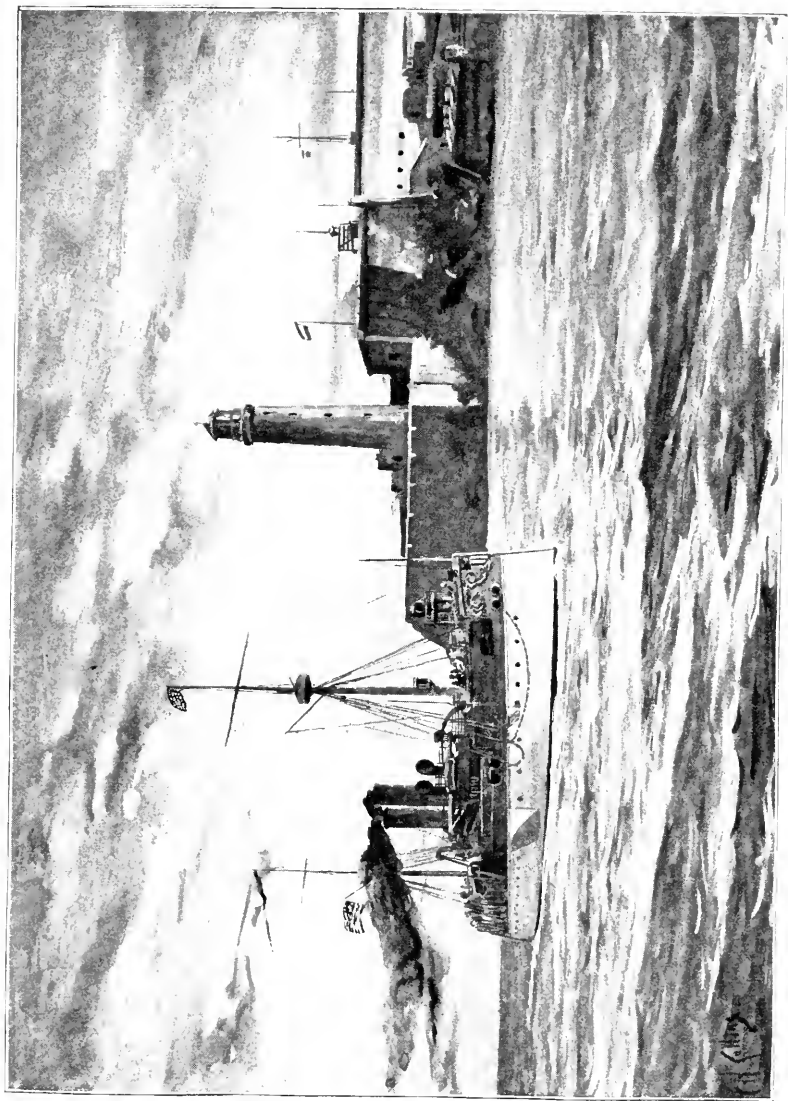
Wreck of the *Maine*.

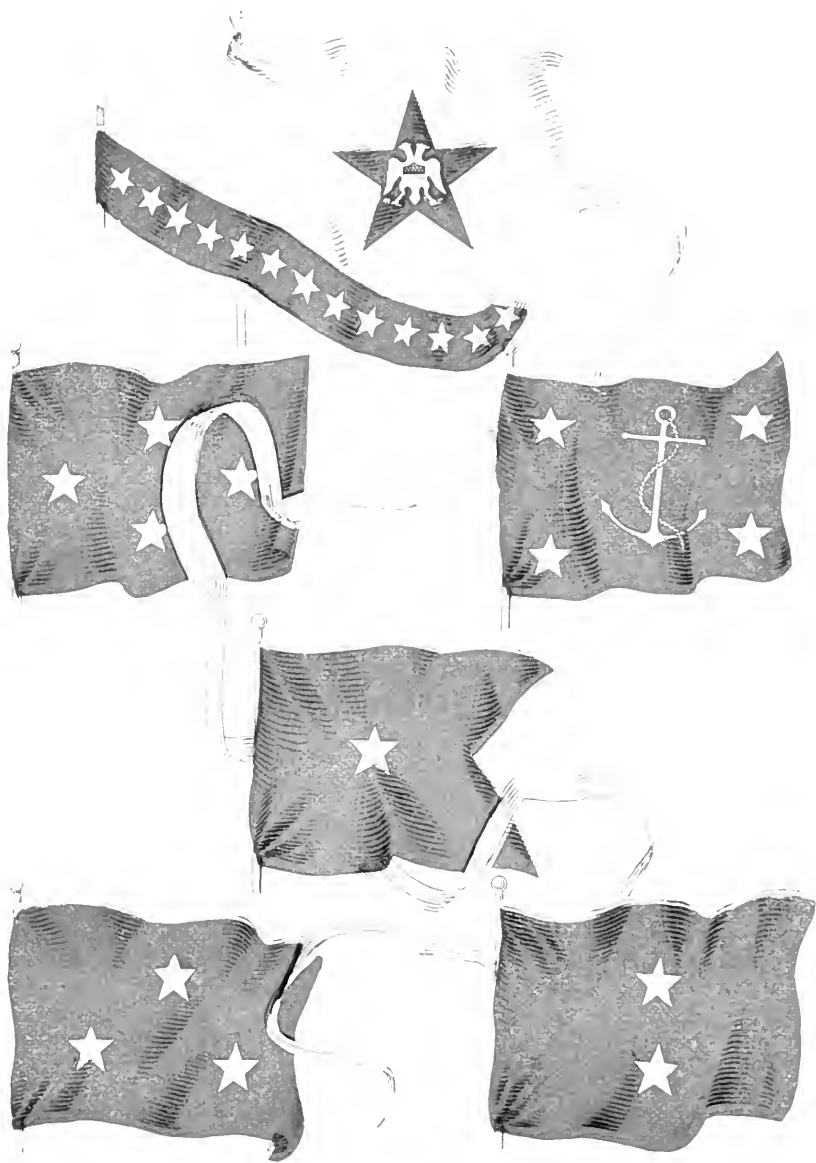
help them, but our government hesitated to act, until its interference would be clearly wise and just.

Early in 1898, President McKinley (1897-1901) sent the battleship *Maine* to Havana to look after our interests in Cuba. While lying peacefully at anchor she was blown up and sank with nearly all her crew.

Our people thought that she was destroyed by the Spanish, although this was never proved, and public opinion soon forced our government to demand the freedom of Cuba. Spain resented this action and war began.







**LESSON.**—Commodore Dewey captured or destroyed the Spanish fleet at Manila (May 1, 1898), and that city soon surrendered. Cuba was blockaded.

## 2. CAPTURE OF MANILA—DEWEY.

Away off in the Pacific Ocean not far from China, lies a group of islands called the Philippines. They were Spanish possessions, and were of value as a naval station where fleets in that region could refit.

Orders were at once sent to Commodore George Dewey, who commanded our fleet at Hong Kong, China, to capture or destroy the Spanish fleet at Manila. On Sunday morning, May 1, 1898, he entered the harbor of Manila, silenced the shore batteries, and captured or destroyed every vessel without losing a man. Soon afterwards the city surrendered, and Spanish rule in the Pacific was ended.



Major-Gen. Merritt.

The land forces at Manila were commanded by Major-General Merritt.

A partial blockade of Cuba was ordered by our government, to keep supplies from the Spanish army. Spain sent a fleet there, which, for awhile, evaded our navy, but was finally found in the harbor of Santiago.



George Dewey.



W. T. Sampson.

**LESSON.**—The Spanish fleet at Santiago was destroyed by our ships (July 3, 1898), and Santiago surrendered. Before Porto Rico was taken, peace was declared.

On Sunday morning, July 3, Admiral Cervera led the Spanish fleet in a desperate attempt to escape from the American ships which, commanded by Admiral W. T. Sampson and Commodore W. S. Schley, were outside the harbor waiting for him.



W. S. Schley.

The Americans pursued him, and, in less than four hours, destroyed every one of the enemy's ships, with a loss of one American killed and two wounded.



Nelson A. Miles.

An army under General Shafter



Wm. R. Shafter.

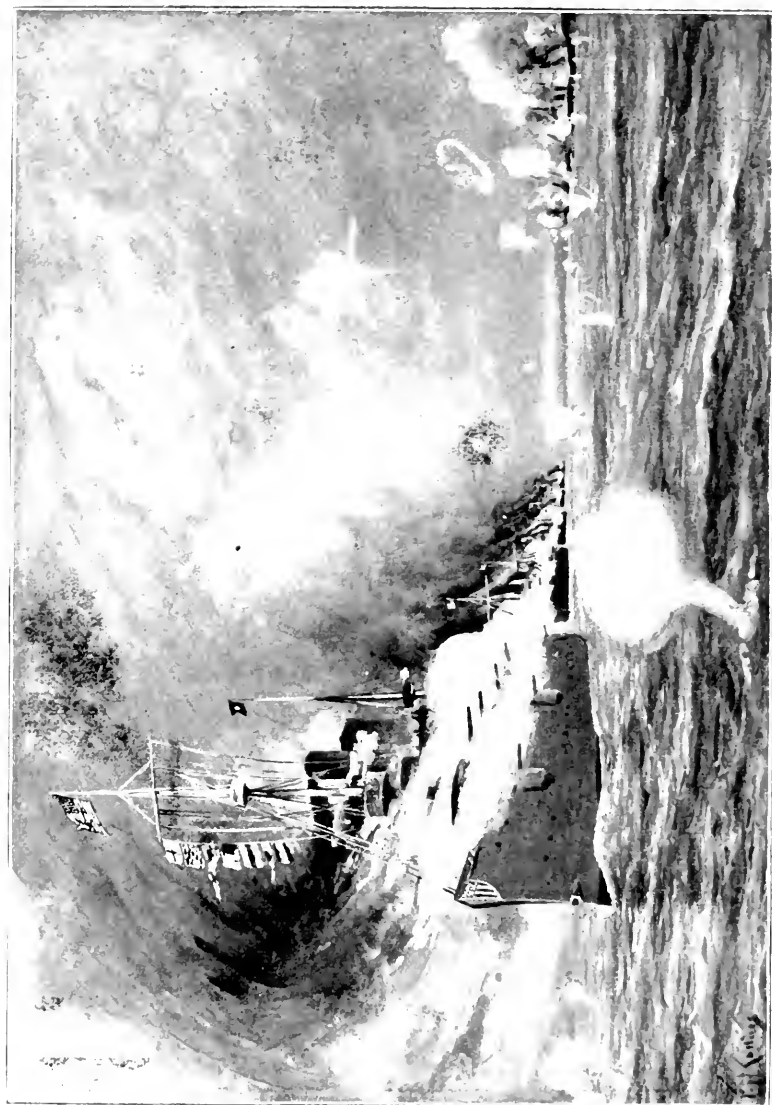
was at this time advancing against the city of Santiago, which, after the defeat of Cervera, surrendered.

A small force under Major-General Miles was sent to capture Porto Rico. It was welcomed by the inhabitants, and the Spaniards retreated before it, but peace was then declared and the fighting ceased.

### 3. PEACE DECLARED.

Spain, finding further resistance useless, then asked for peace, and a treaty was signed on December 10, 1898. Spain





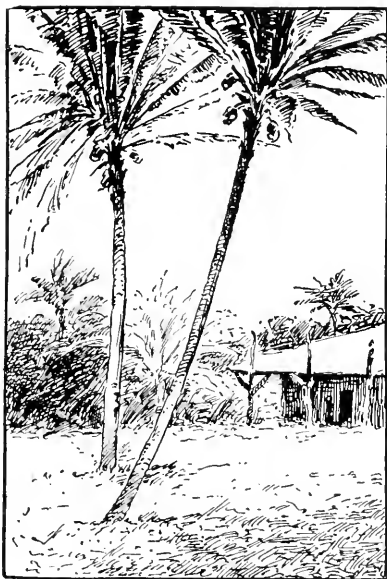
**LESSON.**—Spain gave up Cuba and ceded to us the Philippines and Porto Rico. The Hawaiian Islands were annexed in 1898, and Tutuilla in 1899. The Boxers were repressed in China in 1900.

gave up Cuba, and ceded to us Porto Rico and a few other small islands in the West Indies, the island of Guam and the Philippine Islands in the Pacific Ocean.

In 1898, the Hawaiian Islands were, at their own request, annexed to the United States. In 1899, we acquired Tutuilla, the largest of the Samoan Islands, with the finest harbor in the South Pacific.

#### 4. TROUBLES IN CHINA.

In 1900, there was a concerted attempt on the part of a body called Boxers, aided by a part of the Chinese Government, to drive all foreigners from China. Missionaries were attacked and killed, along with thousands of native converts. Even the foreign legations were assailed at Peking, and the German minister was murdered. The United States joined with the leading nations of Europe in forcing China to repair the wrongs done, and to treat foreigners properly. The united forces marched to Peking, rescued the besieged legations, and compelled China to yield to their demands. Articles of agreement were signed and peace was declared in 1901.



Scene in the Hawaiian Islands.

## PART XII.

### THE TWENTIETH CENTURY.

#### 1. NEW CONDITIONS.

**LESSON.**—At the close of the nineteenth century the United States had become a world power. Expansion had brought under its control many islands in the Atlantic and Pacific Oceans.

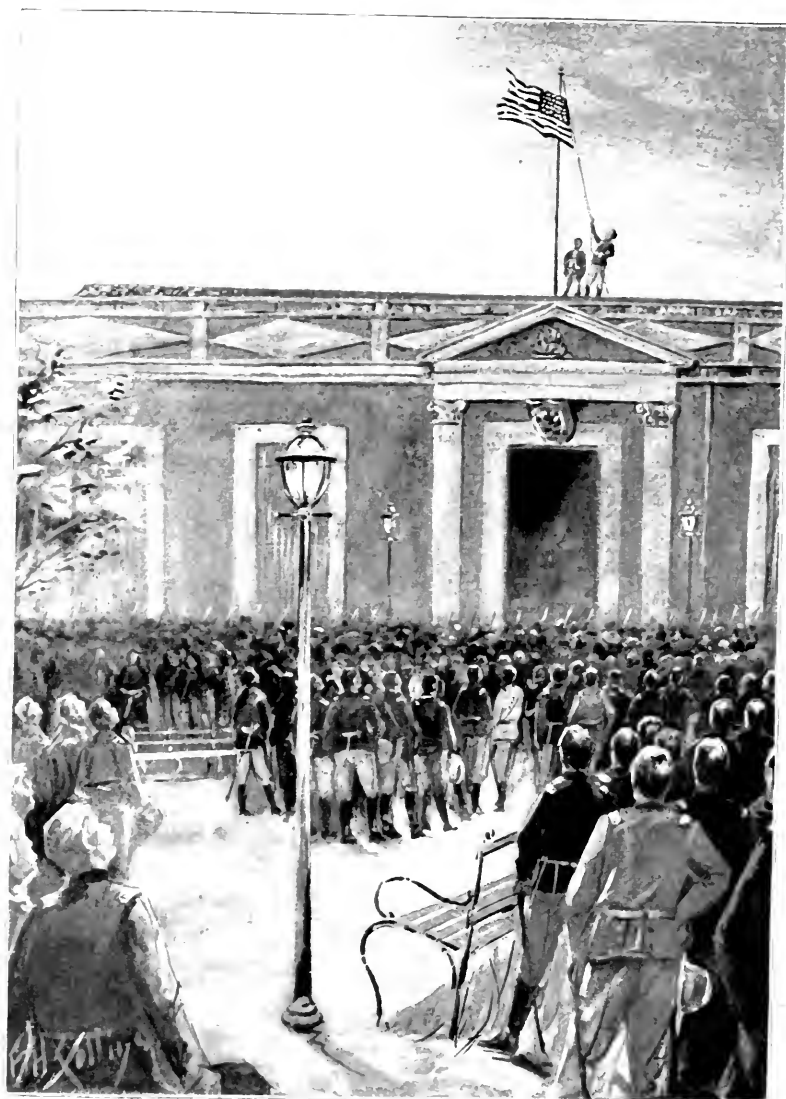
THE beginning of the twentieth century found the United States occupying a new condition in regard to the world at large. For more than a century the nation had been growing rapidly, but its growth was confined to this continent. From the small beginning of thirteen states, the Union had become a great and powerful nation of forty-five States and six Territories, reaching from ocean to ocean, which seemed to be its natural eastern and western boundaries.

But in the latter part of the nineteenth century, there was a great change of conditions. The nation had greatness thrust upon her. The results of the kindly act in behalf of down-trodden Cuba, were greater and more important than those of any other period since the civil war. "Expansion" had come uninvited, and had brought with it new duties and great responsibilities.

The United States had become a World Power with valuable dependent possessions in the far off Pacific and in the Atlantic. The Philippines, peopled with many tribes in various degrees of civilization; the Hawaiians; the inhabitants of fair Porto Rico and of other smaller islands had come under our care, and it became our duty to so deal with them as to







**LESSON.**—New conditions brought new duties. Cuba was prepared for self-government, and a Republic was established. There was some trouble in the Philippines.

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benefit each and all, and thus to show that there is no responsibility too great to be borne by a united Republic.

The United States began the twentieth century as the leading nation in the world. Our favor was courted and our influence sought by the great nations of Europe. Our history seemed like a fairy tale. Our growth almost passed belief. Our wealth was too great to be reckoned. The future promised still greater results.

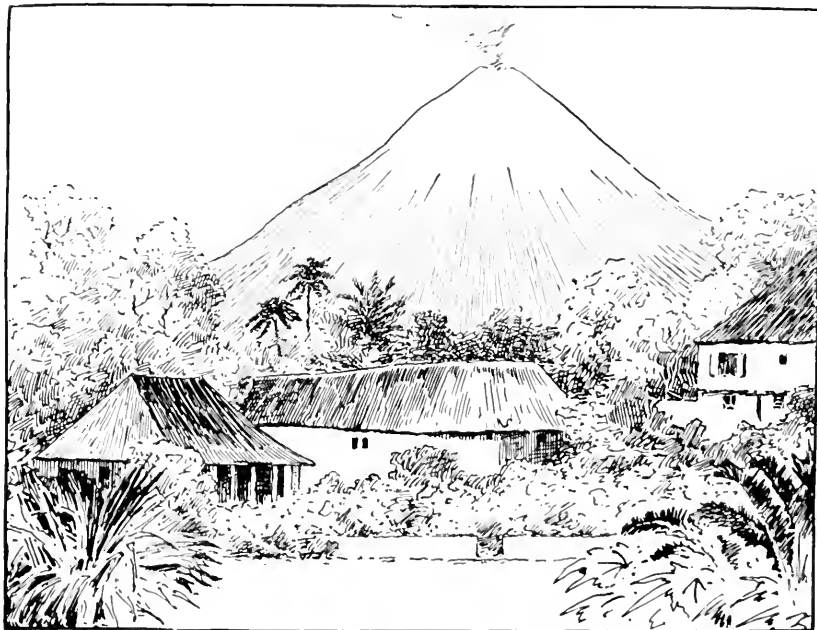
## 2. CUBA AND THE PHILIPPINES.

As soon as the war with Spain was over, the United States began the work of preparing Cuba for self-government. Schools were established, the people were taught to observe sanitary rules, roads and streets were improved and properly cared for, and, as far as possible, the Cubans were allowed to govern themselves. In 1902, an election was held, a Republic was established, and in due course of time all control was turned over to the new government by the United States. A treaty was negotiated with the new Cuba which was expected to be beneficial to both countries by bringing them closer together in the bonds of trade.

A part of the Philippines demanded complete independence, and under a leader named Aguinaldo, tried to drive the Americans from Luzon. Most of the islands were, however, glad to come under the control of our government, and the insurgents were defeated in their attempts, although they for some time carried on an irregular warfare. There was

**LESSON.**—There was considerable opposition in the Philippines and in the United States to our retaining these islands.

considerable opposition in America to our keeping these possessions against the wishes of their inhabitants. And besides this, it was claimed that if we held the Philippines we should probably be drawn into trouble with European nations, whose



Volcano of Mayon, Philippine Islands.

interests in the far East might conflict with ours. The reelection of President McKinley, in 1900, seemed to prove that the people thought best to retain and govern all of our new possessions. The troubles in China showed the importance to us of the Philippines.





**LESSON.**—The Friars owned much of the land. The people were not accustomed to fixed laws. The rebellion was subdued, the people were educated, and became friendly, and control of the land was obtained. President McKinley was shot at Buffalo.

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It was a very difficult matter to control so many different tribes that had never been subject to any fixed laws. Spain had nominally governed the country, but really had little power over most of the islands. The warm climate and fertile soil had tended to make the natives indolent, while much of the land was controlled by Friars. These things made it more difficult to develop the country, to educate the people, to promote industry, and to establish peace and prosperity everywhere.

But the people soon saw that we were their friends, Aguinaldo was captured, and the country began to yield to our good influence. Negotiations were successfully carried on with Rome for control of the Friars' lands, wise laws were made, and the islands gradually accepted the new conditions.

### 3. DEATH OF McKINLEY.

Great as men may be, a true Republic is greater still. One administration succeeds another, but the people always rule. Thus when a great calamity came upon our nation and the whole country was moved, the foundations of government remained firm.

For a third time our beloved country lost a President by the hand of an assassin. William McKinley, while greeting the immense crowds that gathered to see him at the Pan-American Exposition of 1901, at Buffalo, New York, was shot September 6, by Leon F. Czolgosz. After eight days of

**LESSON.**—The great expositions held at Philadelphia, Chicago, Buffalo, and St. Louis, brought our products and inventions before the world, encouraged our people and helped to build up trade.

suffering, he died on September 14, 1901. His last words were "It is God's way. His will be done; not ours." His tragic death greatly moved the nation, for his domestic and public life had alike endeared him to the people, and he was universally beloved and respected. Theodore Roosevelt the Vice-President succeeded to the Presidency.

#### 4. OUR GREAT EXPOSITIONS.

The Pan-American Exposition was held at Buffalo, New York, from May 1, to November 1, 1901. Its object was to bring closer together all America in friendly trade and competition. The two great national fairs—The World's Centennial Fair at Philadelphia, in 1876, and the World's Columbian Exposition at Chicago in 1893—previously held, shared with that at Buffalo in bringing the products and inventions of our country before the world.

Early in the new century, St. Louis planned to hold a Universal Exposition in commemoration of the "Louisiana Purchase," to be ready on May 1, 1903. The opening was, however, put off for a year, to give sufficient time to complete the work so as to ensure the greatest success. All the nations of the world were invited to bring their choicest offerings, and every effort was made to show the world's wonderful progress in the Arts and Sciences, as well as our own resources. The exposition grounds contained eleven hundred and eighty acres, including two hundred and fifty acres that were covered with buildings. In architecture and splendor as well as in its



**LESSON.**—The coal miners' strike caused much loss and suffering. It was settled by an arbitration commission appointed by President Roosevelt. The rulers in Europe disliked our Republic.

artistic arrangements and the completeness of the exhibits, this exposition will hold a high rank. Such expositions are "the time-keepers of progress" and are of great and lasting benefit to our country and the world.

#### 5. ARBITRATION.

In 1902, the anthracite coal miners of Pennsylvania began a strike that brought great loss and suffering to the nation. For many months but little anthracite coal was mined. The supply in the towns and cities was nearly exhausted. Railroads, mills, and manufacturing establishments were obliged to use soft coal or to stop work. The price was so high that the poor could not buy it, and when cold weather set in, there was much suffering.

Both the employers and the miners were determined not to yield, and there seemed no prospect that the strike would end, when President Roosevelt asked the contending parties to declare a truce, resume work, and let certain persons, whom he named, decide what was right and just in the matter. His plan was accepted; the mines were opened; the Board of Arbitration met and gave their decision, which was accepted by all. A settlement was thus brought about that seemed to promise a permanent peace.

#### 6. THE MONROE DOCTRINE.

In the olden times there were a few Republics, but nearly all of the great nations were ruled by kings and queens.

**LESSON.**—Spanish colonies in South America set up Republican governments. We feared Europe would help Spain to conquer them. The Monroe Doctrine would not permit European control of independent colonies on this continent.

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When our ancestors formed a Republic in this country, the rulers in Europe were unfavorable to it, since, if it proved successful, it might set their people to thinking that it would be better for them to govern themselves.

At that time, Canada was an English colony and nearly all of South America was under Spanish control. Our success in getting along without the help of kings and queens, soon became well known all over America, and, one by one, the Spanish colonies began to try to free themselves from the oppressive rule of Spain, and to become Republics like the United States.

This made the monarchs of Europe anxious and uneasy, lest so many Republics here would prove that people generally could take care of themselves, and when Spain was not able to subdue her rebellious colonies, the other European nations were ready to help her. The leading nations of Europe had already formed an alliance with the apparent purpose of aiding one another in putting down rebellion at home, and our people feared that this alliance would send soldiers to South America to help Spain subdue her colonies.

Now it would not have been right for us to allow the rulers of Europe to destroy the little weak Republics south of us, and President Monroe thought that this should be so stated that the world would know that we would not allow foreign rulers to ruin our neighbors. He therefore in a message to congress (1823), said that we would not interfere with the





**LESSON.**—France set up an empire in Mexico. The United States forced her to withdraw her armies. The troubles of Great Britain and Germany with Venezuela were settled through our good services.

political affairs of Europe, nor with the existing European colonies in this country, but that any attempt to control those colonies that had become independent, would be considered by the United States as an unfriendly act, and that European powers should not try to colonize any part of America.

This statement is called the “Monroe Doctrine” and our people have accepted it as binding upon us, while European nations have generally observed it, and when trying to evade it, have failed.

Thus, in 1861, France, England, and Spain attempted to compel Mexico to pay a debt they claimed she owed them. England and Spain simply urged Mexico to pay them, but France, taking advantage of our internal troubles, sent an army there, overturned the Republic and set up an empire. When our civil war was over, our government told France that she must withdraw her army from Mexico. She did so and the Mexican Republic was re-established.

When, in 1896, Great Britain seemed about to forcibly occupy territory in Venezuela to which both countries laid claim, our government interfered and the matter was settled by arbitration.

Venezuela owed a great deal of money to the people of Europe and, in 1902, Germany and England sent fleets there to enforce payment. To this our government did not object, as all nations should pay their just debts. It was feared, however, that these nations might occupy and hold Venezuelan territory and thus violate the Monroe Doctrine, but they as-

**LESSON.**—We needed a water route to the East. The railroads and the old water routes were not sufficient to carry our trade. Congress authorized the President to build a canal across the Isthmus. The United States creates the water route sought by Columbus.

sured us that they would not do this, and through our good offices, the trouble was settled satisfactorily to all, while the Monroe Doctrine was clearly recognized by Europe as our just and permanent policy.

#### 7. THE ISTHMIAN CANAL.

Although there were several lines of railroads reaching from the Atlantic to the Pacific, our new possessions, together with our constantly increasing trade with the far East, seemed to demand a water route by which ships could carry freight direct from the Atlantic coast across the Pacific without change. The water routes around Cape Horn and through the Suez Canal were long and costly, and a better one was sought.

The Isthmus that connects North and South America is narrow, and for many years, plans had been laid to dig a great canal there, connecting the two oceans. Surveys were made to find out where it would be best to make the canal, and at last Congress, in 1903, gave the President authority to make the necessary treaty and to begin the work. A treaty was at once negotiated giving us, under proper conditions, the right to build the canal, and control of the territory through which it would extend. The benefits coming from this canal can hardly be estimated. Even Europe will profit by it.

Thus the water route to the East sought by Columbus will at last be created by the wealth and power of this nation that has grown to greatness in the land he discovered.

## PART XIII.

### THE NEW ERA.

#### 1. THE CAUSES.

**LESSON.**—The great progress made by the United States is due to her free institutions, to the character of her citizens, and to her natural resources.

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HAVE you ever thought how very different in every way this country is to-day from what it was at the time of the Revolution? And did you ever wonder what had caused all these changes?

They were caused, first of all, by our free institutions. When men are fit to govern themselves, they are ready to find out and to use such things as will better their condition.

This leads to free education, to improved ways of living, to inventions, and, in general, to the many things that make us better and happier.

A second cause is the character of our people. Our ancestors were men and women willing to endure great hardships for the sake of liberty. They were suitable founders of a free nation. Year after year, from the different countries in Europe has come the sturdy, honest, hard-working emigrant, who soon becomes a true American. Our people to-day unite the best qualities of the greatest nations to form the true citizen.

A third cause is the wonderful land God gave us. With its great resources it called for all our powers to develop it, and yielded boundless returns for our labor.

**LESSON.**—Mines of gold, silver, copper, lead, iron, and coal, our immense forests and fertile soil, coal oil, natural gas, and other gifts of nature have added to our prosperity.

The nations of the Old World sought here in vain for the white silver and the yellow gold. For us they have been uncovered. Colorado, California, Alaska, Idaho, and other places have poured out their gold and silver into the nation's lap, until it overflows.

The mines of copper, of iron, of coal, the immense forests and the fertile soil, have all united to give us wealth and power. Then down in the bowels of the earth old Mother Nature has been working for us during long centuries. Patiently she has filled her storehouse full of oil and gas to help us when we needed them.

In 1859, some men in Pennsylvania, while digging a well, bored into a deposit of coal oil. Out it came, as if eager to be let loose, and poured countless gallons over the surrounding fields. Soon Pennsylvania, Texas, California, and other States had thousands of oil wells spouting forth millions of gallons of this mineral oil.

Do you know what is made from this oil? The most beautiful dyes, the most valuable medicines, and a great many other things that are very useful.

Then the earth gave out gas enough to light the whole world. In some cities it was at once used for heat and light and power, as it was more convenient than coal or oil. Indeed, the story of Nature's goodness to us is an endless one. New chapters are written each year telling of fresh blessings.

You must have thought of these things as you have seen what is going on in the world, and it is well for you to observe

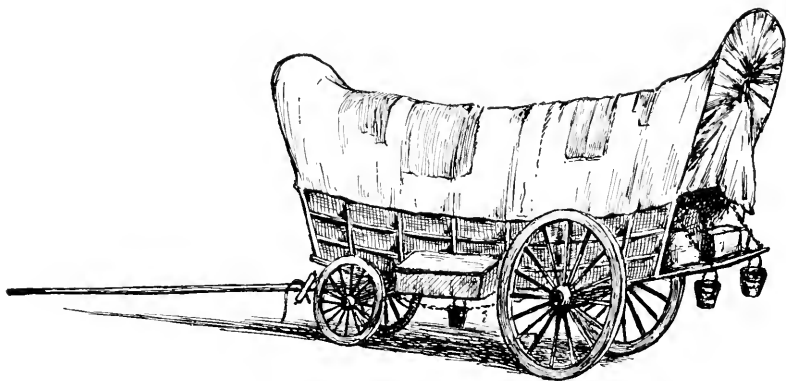


**LESSON.**—Inventions have aided our growth. Quick and cheap transportation is necessary to hold together a large nation.

them more carefully. But without man's wisdom and skill, nature's gifts would lose much of their value.

## 2. INVENTIONS.

You remember that, if some one had not invented the mariner's compass, Columbus would hardly have dared to sail on his long voyage of discovery. Inventions have aided in our



A Conestoga Wagon.

country's growth and prosperity as much as they did in finding it.

A country cannot increase in population and in territory and retain a common interest so as to be bound firmly together, unless there are quick and cheap means of communication and of transportation, both of persons and of goods.

The old stage coach was thought to be about the most rapid and the most comfortable way to travel when it began to make regular trips between large cities.

**LESSON.**—At first the old stage coach and lumber wagon and sailing vessel seemed satisfactory. Then Fulton moved a boat by steam.

When the people made roads from the cities to the smaller villages, heavy lumbering wagons, drawn by six or eight horses, brought the products of the country to the city, and carried back those things that the country wanted.

As our population increased, bright men began to study how to improve the modes of travel and of trade.

### 3. ROBERT FULTON (1765-1815).

Very many attempts were made early in the nineteenth century to move vessels by steam. Enough success had been gained to encourage further trials, and many believed it could be done.

In the last part of the eighteenth century, a little Irish boy named Robert Fulton, who lived near the Susquehanna River in Pennsylvania, thought he could move a boat with paddle-wheels. He put two wheels on an old boat he had on the river, and fastened them to a crank. When he turned the crank, that turned the paddle-wheels, and they moved the boat along quite easily.

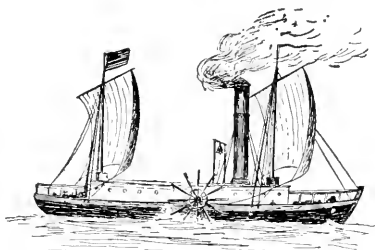
Robert was a poor boy and he had to work hard to take care of his mother and sisters. But he was bright and willing, so that when he was twenty-one he was able to buy a home for them.

All this time he was thinking about his paddle-wheels, and planning to move them by steam. He went to Europe to help build some iron bridges. While there, he built a little boat to go under water and blow up an enemy's ship.

Then he built a steamboat, put an engine in it, and tried to

**LESSON.**—In 1807, the "*Clermont*" steamed up the Hudson, and in 1819, the "*Savannah*" crossed the ocean. In 1836, Ericsson invented the propeller, making ocean travel safe and rapid.

make it turn the crank of his paddle-wheels. It did not work well, and Fulton thought he would go to New York and try again. So he went to England and had an engine made, which he shipped to New York, where he built a vessel called the *Clermont*, which was nicknamed *Fulton's Folly* by those who ridiculed the idea of moving a ship by steam.



The *Clermont*.

However, when the vessel was finished (1807), steam was made in the boiler, the wheels began to go round and she steamed up the Hudson to Albany. His success led to the building of many steamboats, which in a few years were running regularly between our seaport towns.

In 1819, a larger steamer, called the *Savannah*, went to various ports in Europe, and was received with almost as much veneration as Columbus when the Indians saw his white-winged ships.

#### 4, OTHER INVENTORS.

But all these earlier steamers had large wheels on their sides, and were not suited for ocean voyages.

In 1836, John Ericsson, a Swede, invented the propeller, which is placed at the end of a ship, and is nearly always under water. This brought it into use, and made ocean travel rapid and safe.

Cotton has long been a staple product of the South, but it

**LESSON.**—The cotton gin invented by Whitney (1793), increased the production of cotton. More mills were built and our cotton cloth was soon sold everywhere. The Erie canal reduced the cost of freight.

was very difficult to separate the seed from the fiber, and this added greatly to the cost of producing it.

In 1793, Eli Whitney, an ingenious young man from Massachusetts, who was then teaching in Georgia, undertook to make a machine to do this work. He invented the cotton gin, which could clean as much cotton in a day as five hundred negroes.



John Ericsson.

This made cotton-raising more profitable, and it soon became the chief product of the Southern States. It also greatly reduced the price of cotton cloth, and thus increased the demand for it. To supply this demand, mills were built, water power and, later, steam were used to run the looms, and our cotton cloth was soon known and sold in every part of the world.

While the steamboat supplied cheap and rapid communication by water, but little improvement was made in this direction on land, until 1825.

Then the great Erie Canal was finished, extending nearly four hundred miles through the center of New York. This canal joined the Hudson River to Lake Erie, and gave a cheap means of carrying merchandise between the East and the West.

Many made fun of this "Big Ditch," as they called it. They could not understand, they said, how water could be made to run up hill. When the canal was completed they found that the canal boats could be lifted over the hills by means of a simple arrangement called locks.

**LESSON.**—Cheap freight and less time in transit increased trade. Cars on rails were first drawn by horses. Soon locomotives were brought from England.

Before the canal was finished, all goods from New York to the west were carried from Albany to Buffalo on large, heavy wagons in the summer, and on rude sleds in the winter.

It took from four to five weeks in good weather, to make this trip, and the teamsters charged a high price for transportation, but on the canal it was made in a week, and a load that cost thirty dollars to send to Buffalo by the old way, could be sent by boat for one dollar.

The results were greater than any one thought possible. Trade with the West increased rapidly; towns and cities sprang up on the banks of the canal; and New York City soon became the first city of the Union in prosperity and population.

Inventors next began to study the best way to put an engine on wheels and make it draw loads on the land. In several places rails had been laid, on which cars were drawn by horses to carry heavy weights a short distance. In 1826, one of these roads was built at Quincy, Massachusetts. In 1827, another was made at Mauch Chunk, Pennsylvania. But the first passenger railway in this country was on the Baltimore and Ohio system (1828), on which the cars were drawn by horses.



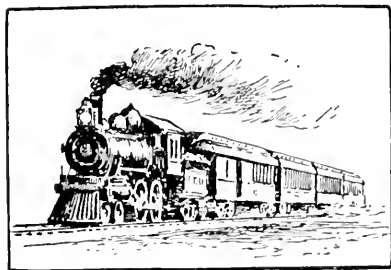
The first Railroad.

Soon, however, locomotives were brought from England, invented by George Stephenson, and our mechanics began to

**LESSON.**—In 1837, there were 1500 miles of track in the United States. Now railroads reach everywhere. Electricity is made to carry messages.

make others. People laughed about the noisy little “steam wagons” at first. “Locomotives will never do this work.” “They will run off the track.” “Awful accidents will happen.” But these objections were all answered by the steady increase of the railway systems, and even the croakers soon began to see what great results would follow the locomotive.

One railroad led to another, until, in 1837, there were about fifteen hundred miles of track in the United States on which trains were running. Year after year, new roads have been



Railroad of to-day.

built, until to-day our maps look like spiders' webs, and there is scarcely a corner of our Union that is not reached by cars.

Sometimes a railroad would be built several hundred miles through an unsettled country, to connect two large places.

Soon, all along the line, villages, towns, and cities would spring up, and the cars would be loaded with merchandise and people.

By the great lines of railroads that reach from the Atlantic to the Pacific we have found a trade route to the East, while the water route will be through an Isthmian canal.

Electricity offered its aid. Franklin discovered it; Morse used it to carry messages over the tiny wires hundreds of miles away; Field laid the wires in a cable under the Atlantic

**LESSON.**—It draws our cars, lights streets and buildings, and runs machinery. Inventions lighten the work at home and on the farm, and affect every sphere of life.

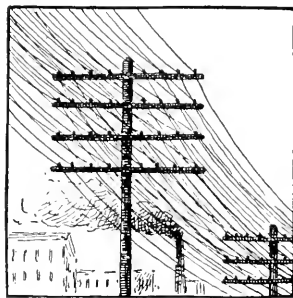
Ocean, and Queen Victoria and President Buchanan talked with each other; Marconi and others have forced it to transmit communications through the air, without wires, for almost unlimited distances, and its uses are being continually extended in many directions.

It was made to light our buildings and streets, and to draw our cars at so small expense as to allow even the little villages to have their trolley lines to neighboring towns.

Go out on the great farms of the west and see how they are carried on. There is now but little hand work done on these farms. Plowing, planting, reaping, and mowing, all are carried on by huge machines that our inventors have designed and our great mills have made from the rude products of our own mines.

And now think of women's work. No more weaving and spinning and braiding at home for them.

The cloth and carpets from the mills are too cheap and too nice to leave room for such work, while millions of sewing machines hum away in shops and homes, saving the eyes and fingers of the mothers, and doing every kind of work, even to beautiful embroidery, so cheap that all can afford to buy. What other inventions have come to us? So many that you must think of them for yourself.



Telegraph of to-day.

**LESSON.**—New inventions are daily increasing our wealth and comfort. Nearly all of the earlier books were religious or political, but Franklin's Almanac contained wise sayings on common things.

Why, we have not mentioned matches, which our grand fathers would have thought almost a miracle, as they laboriously struck their flint and steel for the tiny spark that they coaxed into a flame.



Telephone of to-day.

We have passed by the rifle that replaces the old flint-lock, the phonograph, the telephone, the automobile, the typewriter, and the printing-press, the wonder of the age. Oh! you will find new inventions almost like the "Story Without End."

Their name is legion. Every day adds to their numbers, and they all increase our wealth, prosperity, and comfort.

#### 5. AMERICAN LITERATURE.

For some years after the Revolution, our great men were busy with the work of starting the nation on the right track.

No one had much time to write stories or poetry. A few books were written, but nearly all of them were on religious subjects, or about government, because our people thought and talked more about such things than of any other matters.

The "Federalist," written by Hamilton, Jefferson, and Jay, was the best book on government, but Franklin was the most popular of all the colonial writers. His "Poor Richard's Almanac" was full of wise sayings on every-day matters such as the people liked to read.



**LESSON.**—Every field of literature was soon covered by our authors. Cooper's novels, Irving's tales and essays, and the poems and ballads of Bryant, Longfellow, and Whittier, proved the genius of our writers.

As the United States became prosperous, men began to write books for the people. James Fenimore Cooper (1789–



Washington Irving.

1851) wrote interesting stories of adventures on land and sea, all relating to our country. Washington Irving (1783–

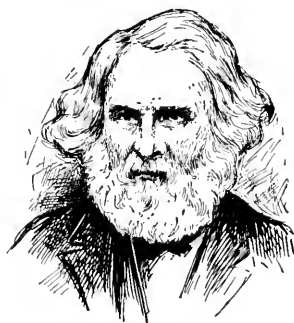


J. Fenimore Cooper.

1859) was the author of "Rip van Winkle"

and other delightful tales of America, as well as a series of essays written in pure English, and used as models in our schools.

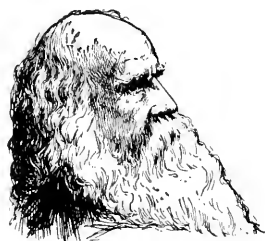
The first great poet was William Cullen Bryant (1794–1879), whose verses are read everywhere. Then came Henry



H. W. Longfellow.

Wadsworth Longfellow (1807–1882), with such poems as "Hiawatha," the "Psalm of Life,"

"The Village Blacksmith," and others well known even to the children; and John



W. C. Bryant.

Greenleaf Whit-

tier (1807–1892), the Quaker poet, who, while making shoes, began those famous ballads that belong to our people.

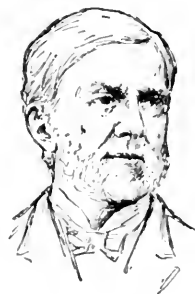
**LESSON.**—The list of 19th century authors includes **Holmes, Lowell, Hawthorne, and Emerson**, whose stories, verses, and essays are widely read, while **Webster's Dictionary** and school books were needed pioneers in their field.

Following these came a great army of authors known the world over. Such men as Oliver Wendell Holmes (1809–



John G. Whittier.

1894), whose stories, poems, and essays delight us; James Russell Lowell (1819–1891); Nathaniel Hawthorne (1804–1864), the author of "The House of Seven Gables," and Ralph Waldo Emerson (1803–1882), the Concord philosopher and poet, led the way in their lines of work. So



O. W. Holmes.

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In fact, the entire field of literature has been successfully covered by American authors, while the great publishing houses prove the proverb “Of making many books there is no end.”



Nathaniel Hawthorne.



R. W. Emerson.



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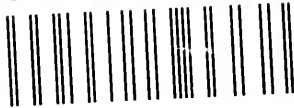








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